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No. 1

What America is Fighting For

(From President Wilson's War Message, delivered at a joint session of
the two houses of Congress, April 2, 1917)

THE right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

To such a task we can dedicate our lives and fortunes—everything that we are and everything that we have—with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

North Carolina's Part in the War

JOHN WILBER JENKINS

TN this momentous time, when the world is ringing with President Wilson's call to battle for humanity, it must be a source of pride to North Carolina to know that her sons are among the foremost in preparation for war.

When diplomatic relations with Germany were broken off and the whole country realized that armed conflict was practically inevitable, the first question that arose in every mind was, "Is the Navy ready?" And it was a relief to find that the Navy had been brought up to a high standard of efficiency, that it was stronger, better officered and manned, better prepared than the average man had believed or dared hope for. In spite of all the carping critics, it is incomparably superior in both ships and personnel to what it was a few years ago. And this is due in no small degree to the work of Josephus Daniels. No member of the administration has been more bitterly assailed—or more unjustly. And the very policies that have been most severely denounced are those that have worked out most successfully.

Daniels banished liquor from the Navy. Europe followed suit the moment the war broke out. Clear heads and steady nerves are required at the guns in the turrets, as well as in the officers in command. And it is a comfort to know that in this crisis none of our battleships will be endangered from whiskey-muddled brains. Daniels opened the Door of Opportunity to enlisted men, so that the youngest recruit who enlists today has the chance through ability and effort to rise to the highest rank. That has aroused the ambition of the jackies, and inspired them to their utmost efforts. He turned the Navy into a vast school, and today our "jackies" are probably the most intelligent, best educated, best informed body of fighting men in the world. Officers who resented the removal of the "dead-line" and declared that the abolition would make thorough discipline impossible—it has not, in fact—may still cherish resentment against the Secretary, but the enlisted men swear by him. The improvement in the personnel has been remarkable. It has been shown in every element of efficiency. When the call came ships and men were ready for instant service, and we may be sure they will give a good account of themselves on the firing line.

The tasks that have confronted the Navy Department in the past three months have been colossal. And the way in which they have been and are being solved is an exhibition of the way in which Americans can rise to an emergency.



SENIOR BUSINESS MEN IN HIGH PLACES

C. A. Keith
 John F. H. ...
 ... S. O. ...
 John H. ...

Walter H. Page
 Phineas P. Claxton
 William H. Osborne

F. M. Simmons
 Joseph Daniels
 J. Y. Webb
 S. L. Rogers

The Naval Advisory Council which Daniels created has proved of incalculable value. By the way, that was another thing in which France, England, and the other European countries quickly followed America's lead, creating councils of their own on the same line. With Thomas A. Edison at its head, it has marshaled the inventive genius of the country in the service of the Government. Daniels had a great deal to do with the establishment of the National Council of Defense, which is mobilizing our manufacturing establishments, railways, shipyards, and steamers into a vast industrial army that is hardly second in importance to the actual fighting forces in winning the war.

Steps have been taken to avoid the scandals and muddling that characterized our preparations at the beginning of the War with Spain. The Government is not going to be robbed by contractors making fortunes out of its necessities. Big things are being done quietly and efficiently. Many millions of dollars worth of steel are required for ships, armor, and guns. The heads of the great steel manufacturing plants were called to Washington, and in conference with the Secretary of the Navy and the Secretary of War agreed to furnish the Government all the steel it requires at far less than the prevailing market prices. The sum of \$12,000,000 was saved on the first contract. Copper mine owners have made the same agreement. Torpedo manufacturers were promptly brought to terms. The makers of munitions have agreed to produce all the ammunition, shells, and guns we can use or that we may wish to send to the Allies, and at rates which assure only a fair profit.

This saving of millions, this mobilizing of industry, has been accomplished by the National Council of Defense so quietly and effectively that few people realize what great things have been done. And two North Carolinians are members of that council—Mr. Daniels and David Franklin Houston, Secretary of Agriculture.

Mr. Houston's task as head of the Agricultural Department is only second to that of the heads of the army and navy. One of the British commissioners remarked that the war would be won on the wheat fields of America. For the first and greatest aid we can give the Allies, as both the French and British envoys told us, is food. Houston is a native of Monroe, Union County, and as college professor, President of the University of Texas, and Chancellor of Washington University, St. Louis, he became an authority on social and political science. He made a special study of the farmers' problems, and when he became Secretary of Agriculture sought to make the Government's agencies more useful to the farmer. He has revolutionized the Department, establishing the Bureau of Markets, sending county agents into every corner of the country, organizing corn clubs, canning clubs, instituting

better methods of farming, cooking, housekeeping, making country life more attractive and profitable.

He is charged with the handling of the food situation—increasing crops, getting grain to market, the vast task of preventing a food shortage in America, and feeding the French and English and Belgians. He has become suddenly one of the most powerful and important of American officials. And he is planning work on a broad scale that will result in changes in farming methods, operation, labor, and marketing that will count not only in the war, but for generations to come.

When the President called for a war loan of seven billion dollars—the largest ever made by any nation at one time in all history—North Carolinians had charge of the great financial measure in both House and Senate. For Representative Claude Kitchin is Chairman of the Ways and Means Committee and floor-leader of the Democratic majority in the House, and Senator F. M. Simmons is Chairman of the Senate Committee on Finance. Though Mr. Kitchin voted and spoke against the declaration of war against Germany, he did yeoman service in putting through the bill authorizing the huge "Liberty Loan," which Congress passed unanimously, a thing almost unprecedented.

Senator Lee S. Overman is Chairman of the Senate Committee on Judiciary and Representative E. Yates Webb, of Shelby, N. C., is Chairman of the Judiciary Committee of the House. They have charge of some of the most important legislation pertaining to the war—the Espionage Bill, the bill enabling the Allies to enlist their citizens who are residents of the United States—all the legislation relating to the legal aspects of the conflict, the detection and punishment of spies, censorship and control of telegraphs, telephones, cables, the wireless, and the various means of communication.

Representative John H. Small, of Washington, N. C., is Chairman of the House Rivers and Harbors Committee, which controls legislation relating to waterways—a vital feature of the National defense.

Colonel William H. Osborn, of Greensboro, is Commissioner of Internal Revenue, and will direct the collection of the hundreds of millions in war taxes—a vast undertaking that covers every foot of the country and touches every one of its citizens.

And North Carolina is also at the forefront in diplomacy. No diplomat in the trying times of the past three years has made a more notable record than Walter H. Page, the Ambassador to England. He occupies the premier position in our diplomatic service. And while firmly maintaining America's right, he has won the confidence and esteem of the British. His innate modesty, his aversion to "fuss and feathers," and his avoidance of spectacular display or sensational utterance have resulted, to some extent, in the failure of Americans generally to recognize the signal ability he has shown—not "displayed"

—and the great work he has done for us in England and with the other European nations. But when the history of diplomacy in the colossal conflict is written, the name of Page will stand high on the list of diplomats who served well their countries and the world.

North Carolina has also “done her bit” for the Allies on the firing lines. Soon after the beginning of the war a number of her sons volunteered for service with the British and the French—some as surgeons, some with the ambulance corps, and others in the ranks of those who held the line against the German invaders.

Few more interesting stories have come out of the war than James R. McConnell’s account of the American Escadrille at Verdun, published under the title, “Flying for France.” His account of the daily life and exploits of those daring soldiers of the air has in it the thrill of that mighty conflict. In that little corps of less than a dozen were two North Carolinians—McConnell and Kiffin Rockwell, of Asheville.

Rockwell had volunteered almost at the outbreak of the war, had seen service in a score of battles, and had been wounded at Carenecy before he joined the aerial service. He was the first member of the escadrille to bring down an enemy plane in aerial combat. Flying alone over Thann, he came upon a German on reconnaissance, rushed after him, and facing the gun of the German aviator closed in until he was within thirty yards of him before he began firing. The fourth shot struck its mark, the pilot crumpled up in his seat and the plane went crashing down into the German trenches. Rockwell was absolutely fearless and rushed to the attack at every opportunity.

This brave Carolinian lost his life on September 23, 1916, in a desperate duel in the air over the French lines near Verdun. Plunging through a rain of bullets, he engaged a powerful German machine. He was struck by an explosive bullet and killed instantly; his aeroplane was riddled and crashed to earth.

“The best and bravest of us all is no more,” said the Captain, in breaking the news to the escadrille. McConnell pays this highest tribute to his fellow Carolinian, who, he says, was the soul of the corps: “Kiffin was imbued with the spirit of the cause for which he fought, and gave his heart and soul to the performance of his duty. He said: ‘I pay my part for Lafayette and Rochambeau,’ and he gave the fullest measure. The old flame of chivalry burned brightly in this boy’s fine and sensitive being. With his death France lost one of her most valuable pilots.”

Rockwell had been given the *Medaille Military* and the *Croix de Guerre*, on the ribbon of which he wore four palms, representing the four citations he had received in the orders of the army. He was given such a funeral as only generals and heroes receive, buried near the

lines where he fell—a notable figure in one of the greatest battles that history records.

Only a few weeks ago McConnell himself fell a victim to his own daring, being brought down by the Germans, his machine crashing to earth within their lines. First he was reported “missing” and it was hoped he might somehow have escaped. But later the news of his death in action was posted and his name was recorded on the immortal roll of those who have given their lives for France and Liberty.

A number of other Carolinians have fought and are fighting in the Allied armies. One adventurous youngster, Carroll D. Weatherly, a native of Raleigh and a grandson of the late O. J. Carroll, once United States Marshal, enlisted in the Canadian contingent, fought in the trenches in Belgium, took part in those desperate battles of 1915, and was wounded at Ypres. He was invalided and returned to America. When we declared war against Germany he was among the first to volunteer, and has been assigned to the Flying Corps as pilot. There are many more like him, and the thousands of “Tar Heels” who will be enrolled in our new armies just being created may be depended upon to give a good account of themselves. They will be worthy of their fathers who in the War Between the States were “first at Bethel; farthest to the front at Gettysburg and Chickamauga, last at Appomattox.”

The New Education

LOUIS A. SPRINGER

(By permission from Munsey's Magazine for March)

CHE great war has forced upon America a general stock-taking in educational matters. We see in the belligerent countries a wonderful national devotion born and nurtured in the public schools. We see their governments recognizing not only the debt they owe to the schools, but also the increased responsibility which the future imposes upon them. They realize that the schools must begin where the armies stop, that boys and girls yet unborn must be trained and disciplined to take the burdens imposed by the war, and to save the nation's honor in peace as the soldiers have defended it in battle. Already England has appointed a commission to review the whole field of national education with a view to the requirements of the reconstruction period.

Perceiving all this, Americans are asking themselves what our schools are doing to instill a national spirit in the rising generation, and how they are preparing our boys and girls for the great social and economic readjustments that must come in the period following the war.

Every progressive educator has but one answer—that our system is outgrown and insufficient for the vital needs of the times, and that the solution of its difficulties is one of the most urgent of national problems.

"Our educational system is frayed out," to use the pungent words of President Nicholas Murray Butler, of Columbia University.

Long before the war crystallized the feeling of unrest in educational circles, the leaders had recognized the inadequacy of present methods. Vast sums of money were being lavished on public schools, and the country had a right to expect a commensurate return in the form of well trained, efficient citizens. Instead, the boys and girls issuing from the public schools have shown themselves, on the whole, ill prepared for the duties of life and too often lacking in national spirit.

A PERIOD OF UNREST AND CHANGE

Educators have faced the facts honestly, and have cast about for measures that would remedy the most glaring defects without too violently attacking the position that the public school system has always held in the hearts of the American people. The result of their efforts has been to develop in the schools an elaborate and overcrowded course of study, which has served to increase rather than to assuage the general discontent. It seems clear, however, that this condition is but an

evidence of transition. The prevalent dissatisfaction and unrest are, as it were, the growing pains by which our educational system is shaking off the outworn methods of the past and preparing itself to meet the demands of the future.

"The growth of cities, the removal of people from the land, their crowding together in smaller houses, the specialization of labor—all these," said Thomas W. Churchill, former president of the New York Board of Education, "have withdrawn from children a great part of the developing influences which were the rule fifty years ago. The equipment of the old-fashioned schools was meager and poor, but co-operating with them were forces greater than they. There was a freer contact then than now with nature and the outdoor life; there was the old-fashioned home, and there were the old forms of industry, in which children learned skill of hand, correctness of eye, and economy of management. These influences are so essential to the training of the kind of men and women that America must have that there falls to the managers of the public schools the heavy burden of supplying, in so far as possible, what the change of living conditions has taken away from the children."

SOME DISCARDED EDUCATIONAL IDEALS

"Knowledge is power," was the compelling motto of early education in New England, the cradle of our school system. Knowledge is and always will be power, but scholastic ideals confused knowledge and learning. In the name of knowledge the schoolboy was plied with every date of history and with every fact of the universe, whether it had or had not any bearing on his own personal problem of existence. But in the course of time it became evident to the most superficial thinker that a youth might know the length of all the rivers in the world, and the height of all the mountains, and yet not grow into one-quarter of a man-power in the community in which he lived.

Thoughtful people next questioned another popular ideal of the times—that the first purpose of the schools was to turn out "a scholar and a gentleman." Such a theory was all very well if education was to be for the few, for those destined for moral and intellectual leadership, but it took no account of the rest of the community. This article of faith, too, was cast out, and thus there passed into educational history two of its most sacred traditional tenets.

There followed a period of belief in pure mental discipline, when it was held that by the exercise of some faculty of the mind we increased the power of readiness of all the faculties. We studied the classics that we might the better know English; learned algebra that we might form habits of "mental attention, argumentative sequence, and absolute

accuracy," and that by the exercise of these habits we might analyze the problems of living and arrive at a true result.

But, alas, certain practical souls pointed out that probably the poorest English ever published was to be found in the accredited translations of these same classics; that the mental discipline of algebra did not carry over into life, since the man with all the algebraic formulas at his finger-tips was quite as likely to buy a fake rubber plantation in Timbuctu as the man who had never heard of a coefficient.

It must not be thought that the old gods of education were easily overthrown. On the contrary, they offered a fight that is not yet ended. But out of the turmoil of conflicting opinions, higher than the protests of the reactionaries could always be heard the compelling plea of the American father and mother: "Give our children a practical education, thorough and effective. Fit them for life!"

VOCATIONAL TRAINING NOT A PANACEA

It is not very long since the idea of vocational training was seized upon as the panacea for every educational ill. The lowest schools and the highest were swept by it as by a wind. Kindergarten and college alike felt its breath. Every educator who opposed its excesses was marked down as unprogressive by his radical brethren.

This period of exaggeration passed, and it is now generally admitted that training the hands alone is not enough. Recent events have shown clearly that the spirit of our youth must be trained, and must be stimulated by a broad acquaintance with national ideals, national life, and national activities.

"Vocational training will always have an impregnable position in the public school system," said Dr. William McAndrew, associate city superintendent of the New York schools; "but since our aim is to turn out persons of ability useful to society as well as to themselves, we must not stop with vocational training alone. We must train—yes, create, if necessary—a national consciousness. The next ten years will see great changes in our ideals and in our schools, the details of which we cannot now forecast, any more than we can forecast in detail the outcome of any of the great intellectual movements of the present critical time. Of one thing only we may be sure—that the outcome will be a movement in the direction of closing the gap between what the world demands and what the schools give."

Not even the most radical anticipate that the actual machinery of the existing school system will be greatly altered by the development of the new ideas. Indeed, little change in actual school organization need be expected. The most immediate and obvious changes will come in the methods and in the substance of teaching.

TEACHING THAT FUNCTIONS IN SERVICE

As higher education reaches its greatest usefulness when it functions in service to society, so must elementary education prove itself by functioning in service to the individual child. Spelling, for instance, must function in correct writing, grammar in correct speech. No method which fails to attain this practical result will be tolerated. Theoretical grammar has no place in the schools of the future.

History is valuable in life only as it deals with events that have survived in their influence on the institutions of civilization. The schoolboy of the next generation will be spared the dreary study of long campaigns and "famous victories" that have left no actual impress on the life he must live. Dr. Arthur Benson, president of Magdalene College, Cambridge, believes that the histories of the future will be largely written upon economic and biographical lines, paying special attention to the growth of political institutions and to the "development of the ideas that lead to the peaceful combinations and corporate grouping that are known by the name of civilization."

The geography of the future will give a real picture of the world as it is, not crushing the childish imagination with a mass of unrelated facts and tongue-twisting names, but stimulating it by a vivid presentation of the commercial and esthetic relations of the whole world to the learner's personal experiences.

The study, or rather the use, of the reading lesson in the public school has already undergone a marked change. Excerpts from classic literature have not yet disappeared from the school readers, nor have the moral lessons pointed by the priggish exploits of unnatural children; but these are rapidly being supplanted by reading lessons which clarify and explain for the small student the life and institutions around him.

For example, New Orleans uses in its schools a "Book of New Orleans," which sets forth entertainingly the history and traditions of the city, its landmarks and institutions. There is in use in the public schools of New York a reader specially adapted to the city child. It does not teach him facts that meet with no response from his own experience, but tells him, instead, the stories of the subway, the great bridges, the hospitals, the Fire Department--all the things that he sees about him every day.

Science on general lines will assume increased importance in the schools of the next generation. Many educators, notably Dr. Edward L. Thorndike, professor of educational psychology at Teachers College, Columbia University, believe that in a combination of vocational and scientific training lies the future of modern education.

"The schoolboy of the future will know more about the care of a gasoline engine than he will about the capes and bays of the African

coast," said Dr. Thorndike. "The schoolgirl will have a clearer idea of the chemistry of the family milk-bottle and the mechanism of a typewriter than she will about cube root or Greek mythology."

THE PERSONAL ELEMENT IN TEACHING

Of all the human agencies that enter into the education of youth, the teacher remains the most important. The definition of a university as "Mark Hopkins at one end of a log and a student at the other end" is still significant. The parents, the friends, the public speakers and writers of the day all have their influence, but the power of the master mind remains great.

"The present so-called vocational education is proper as a subordinate, but not as a dominant principle of education. It might do for bees or ants, but not for men. It rests upon and is controlled by a false idea, which underlies the whole educational system of the United States today, and which, if persisted in, will make us far inferior to a less rich and prosperous people possessing a national idea and purpose. Those who see this are trying to rescue our educational system, not by going back to the old methods, but by improving the new while preserving the best of the old, and bringing it all to an end none the less intellectual for being adapted to the needs of the times.

"What great purpose will our new education serve if it stops with being practical? How lasting will be the results that are measured by dollars and cents alone? True American education must develop lofty conceptions of citizenship and compel high national purposes and policies. These will be found the true measure of its success or failure."

FOOD AND FEED FIRST

THE importance to the Nation of a generously adequate food supply for the coming year cannot be over-emphasized in view of the economic problems which may arise as a result of the entrance of the United States into the war. Every effort should be made to produce more crops than are needed for our own requirements. Many millions of people across the seas, as well as our own people, must rely in large part upon the products of our fields and ranges. This situation will continue to exist even though hostilities should end unexpectedly soon, since European production cannot be restored immediately to its normal basis. Recognition of the fact that the world at large, as well as our own consumers, must rely more strongly on American farmers this year than ever before should encourage them to strive to the utmost to meet these urgent needs.—Secretary of Agriculture David F. Houston.

Farming and Technical Subjects Form Vital Part of English Course

N. I. WHITE

(From the Montgomery Advertiser)

[Here is something that needs to be considered in every school in the United States, from the Universities and Seminaries down to the one-teacher rural school. In your day and our day in the school our English classes wrote compositions on every topic under the sun except those that really concerned our everyday life. We wrote on "Which Was the Greater Man—Alexander or Napoleon"? "American Poets," whoever they were; "Emerson's Essays"; "The Great Lakes"; "Spencer's Poetry"—heaven save the mark; "The Elizabethan Age"; "Westminster Abbey"; "Women in Literature," etc. And all that time we should have been writing on "The Relation of Business to Farming"; "Coöperation in Buying and Selling"; "Nature's Principle of Soil Fertility"; "The German Rural Credits System"; "Nitrogen and Its Relation to All Life"; "Municipal Markets"; "The Menace of Flies"; "How to Make Money in Summer," etc. If we had been writing about and studying these topics and dozens of others, useful and inspiring, we would not have come out of school so blissfully ignorant of the world around us. But those were dark days in education, and the darkness still clings around many institutions "of learning." When we heard that Prof. N. I. White, of Auburn, had begun to mix English with agriculture, electricity, surveying, and mechanics, we wrote and asked him to tell our readers all about this new mental foodstuff. Here he outlines the plan of work. It is worth reading, not with the idea of imitating it, but of adapting its suggestions to primary grades, grammar grades, and high schools. This is the sort of education—this is the viewpoint—that must be obtained in all schools if they are to turn out the mentally alert and physically capable boys and girls that the country wants and this age needs.—Editor *Montgomery Advertiser*.]

The course here described is one that is being given by the English Department of the Alabama Polytechnic Institute, and has so far yielded fairly satisfactory results.

It has been designed to meet the special needs of agricultural and technical students. There is no effort on the part of the English Department to persuade the technical or agricultural students to take this course to the exclusion of purely literary courses; on the contrary, the English Department feels that the importance of purely literary courses is perhaps underestimated by the average agricultural and technical student, but it also realizes:

1. That the student is best reached through that which interests him most.

2. That many students not interested in literature or conventional composition later have occasion to express themselves in writing on technical subjects.

3. That agricultural and technical graduates, according to their trade papers and their own admission, are frequently ill at ease in writing on subjects within their special fields. It was to meet this situation that the course here described was designed.

IN TWO SECTIONS

The course is composed of two sections, one of agricultural students and one of technical students—mechanical, surveying, and electrical. The two groups meet together once a week and separately once a week. The agricultural students subscribe to an agricultural magazine, the technical students to a technical magazine. No text-book is used. Each week, in addition to the theme written out of class, the student is required to stand a “quiz” on the current issue of the magazine or to write an impromptu theme on some subject treated in the issue. This, although it incidentally augments his store of technical knowledge, intends primarily to make him familiar with the accepted method of expressing technical knowledge.

WHAT STUDENTS WRITE

By far the most important part of the work is the weekly theme required of each student. This paper is from 1,000 to 1,500 words (five to eight pages) in length. It must be some subject within the student’s special field of study. The student is encouraged to write on the subject in which he is most interested and is never assigned a subject except by special request. With each theme during the first term he must submit a brief outline of two subjects that he would be interested in treating later. This is to prevent hurried and haphazard choice of subjects. The papers are returned with written criticisms, sometimes with directions to rewrite, and are also criticised orally in class or in consultation.

JOURNALISTIC VIEWPOINTS

In both the writing and the criticising the journalistic point of view is maintained as far as is practicable. The student writes with a definite audience in mind—the readers of a technical journal. This acts as a check on aimlessness and empty generalization. It also throws the emphasis of the criticism to the two main points of (1) interest of idea, and (2) clearness of expression. If occasionally an article seems to justify such action the student is advised to rewrite and actually submit it to a farm or technical journal. In addition to the themes written during this course the student is given some training in the making of an extended report on a problem involving the investigating and organizing of a number of factors.

ISSUE TWO MAGAZINES

During the second term the work takes the form of two magazines, the *Junior Technical Weekly* and the *Junior Agricultural Weekly*. Each student acts as editor in turn. The editor plans the issue, assigns and collects the articles and writes the editorials. The articles are very much the same nature as those written during the first term. In the writing of all articles during the first two terms the student, except when writing purely from personal experience, is expected to read and refer to at least two articles bearing on the subject treated. This tends to check wild and irresponsible statements. Perhaps the nature of the magazine will be best seen by the following table of contents of three issues of the *Junior Agricultural Weekly*.

VOL. 1, NO. 4

PROGRESSIVE ISSUE

The Effect of Freeing the Negro. O. L. Martin.

Farm Implements. D. L. McMurry.

Farm House Improvements. O. C. Newell.

Editorials. B. A. Storey.

The Man Who Says Can't.

Winter Months on the Farm.

The City Man on the Farm.

Boys' Pig and Corn Clubs.

Take An Inventory of Stock.

The Farmer and His Clothes.

Reviews of Farm Journals. S. W. Hill.

Comparison Between Progressive and Unprogressive Methods. C. J. Brockway.

Defects of the Southern Farm. J. H. Reynolds.

VOL. 1, NO. 6

ORCHARD SPECIAL

Suggestions for Growing Home Fruit. S. W. Hill.

Hints to Orchardists. O. C. Newell.

The Legend of the Coosa (story). B. A. Storey.

Editorials. J. H. Reynolds.

What the Gasoline Engines Can Do.

The Farmer's Automobile.

Checking Pests.

The Home Fruit Garden. C. J. Brockway.

Review of Farm Journals. O. L. Martin.

VOL. 1, NO. 3

Vetch For Soil Improvement. S. W. Hill.

Potatoes As a Truck Crop. O. C. Newell.

The Use of Corn For Ensilage. B. A. Storey.

Peas: Their Growth and Uses. J. H. Reynolds.

The Effect of the War on Agriculture. O. L. Martin.

Raising Cotton Under Boll Weevil Conditions. O. C. McMurry.

Editorials. C. J. Brockway.

Progress on the Stock Farms of Alabama.

Soy Beans the Source of Numerous Products.

The Extension Service of the Alabama Polytechnic Institute.

THE THIRD TERM

During the third term each student works on some large subject of which his weekly installments are but chapters. The subject is decided by the professor and the students after the student has handed in a theme discussing an interview on prospective subjects with some member of the technical faculty. The division of the subject is worked out in class and in individual consultations. The first installment is in each case a complete bibliography of the subject. The next six weeks are given to six installments of the paper and a week or two at the end of the term is devoted to the revision of the whole. At present writing the course has just reached the point of selecting subjects. It has been found impracticable to assign related subjects to the section composed of mechanical, surveying, and electrical students, but the agricultural students have taken subjects all of which bear upon Alabama conditions and are somewhat related to each other. Thus one man writes on "The Cotton Crop in Alabama," another on "Stock Farms in Alabama," and another on "Leguminous Crops in Alabama." The writing of these long themes will, it is hoped, give to the student an experience in research work and organization not provided in the ordinary advanced composition course.

Everyday Art

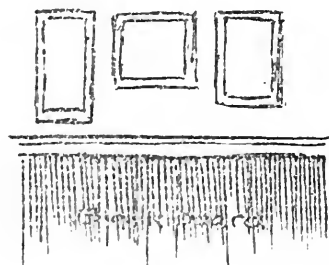
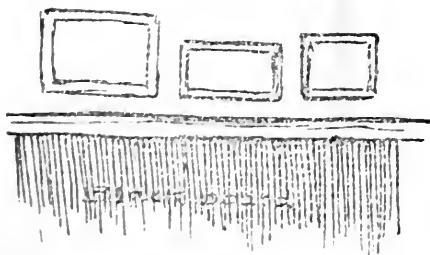
M. LILLIAN BURKE

NOT such a great many years ago art was thought of as being confined to galleries, studios, and drawing books—cut off from the life of the majority of humanity and encouraged by a select few who had an evident talent. However, times have changed, and whether we will it or no, consciously or unconsciously, art, in the big sense of the word, enters the daily life of every one of us. More and more is the importance of teaching art becoming realized, and the mass of the people, principally through the schools, are being given at least some of the fundamentals of an art education.

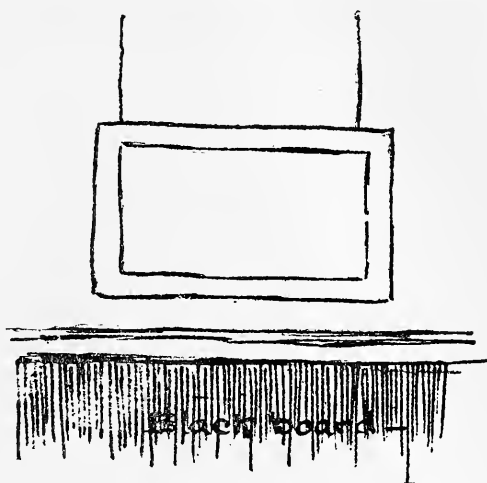
For what is Art? When we decide what color necktie or ribbon to wear—it is art. When we arrange a flower in a vase it is art. When we place furniture in our homes or in our schoolrooms—it is art. When we put work on a blackboard it can be arranged artistically, or not. When we demand sheets of written work from classes the papers may be well arranged, or not, and the whole appearance of ourselves, our work, the houses and schoolrooms in which we live, reflect to a great degree our appreciation of this big, potent subject.

It isn't necessary to be able to draw or to know the technique of drawing to teach art. Most every teacher knows the laws of composition in literature, and, to a certain extent, these may be applied to this other subject in exactly the same way. The laws of selection, arrangement, balance, hold good for the pictures which hang in our schools the same way that they do in the written composition. What kind of pictures should we have? I should say one or two prints of masterpieces selected with the age of the pupils in mind, and, if possible, correlating with some subject studied. Certain artists are particularly suited to certain grades—Rosa Bonheur and Sir Joshua Reynolds, perhaps, for the younger children, Corot and Millet for the older ones.

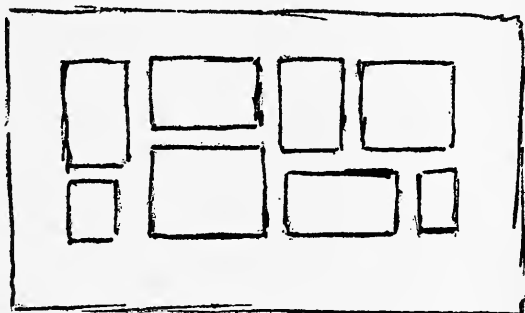
Small pictures should be hung in groups, not too high up, and, if possible, the wires not showing. Either the upper or lower edges of the pictures should be even.



Large ones should be hung with two wires, and also not too high up.



Anything which is hung should be hung straight. If specimens of work are put on exhibition, let them be pinned or tacked at least in the two upper corners. If there are a number, see that there is a margin around the entire group and let the spaces between the papers be uniform. This will make such a group appear as a unit.



In written papers which the pupils pass in, let the margins be carefully planned, and in the drawing lesson let the placing of the name and date be a part of the problem to make a well arranged page. Even in such small matters as these good design is being taught.

A few facts must necessarily be a part of every teacher's equipment. She should know the primary colors—red, yellow, blue—and the secondary ones—orange, green, violet. She should know that green is the complementary color to red, orange to blue, and yellow to violet. These simple beginnings of color study and harmony should be taught the class; also what are grayed colors. Every day chances arise where this knowledge may be applied and the teacher, in her own dress and in the colors she has in the schoolroom, should be a subconscious

agent in cultivating good taste in the children. So often the teaching of art is such a drudgery to a teacher that she gladly lets go by that part of the school curriculum, not realizing what a lot of real pleasure and good is being lost both to herself and her pupils. It is such a splendid opportunity to bring something of the aesthetic and ideal into the lives of her classes. To the majority of them this will be their only chance of having opened to them a world which will make their lives fuller and finer, which cannot fail to have its influence on the development of character and which will bring joy and a new interest into too often prosaic lives.

A new note has been sounded in the educational world and the importance which art will take in the future has not as yet been measured. With the high standards of modern advertising, with the demand for superior textiles and other manufactured articles which are based on artistic design, with the whole country awakening to a keener appreciation of its importance, art, in the broad educational sense, is coming into its own, and from being a subject brought out from a corner for an occasional lesson, to be laid aside until the next week or month, it is now taking a vital place in the courses of study of all progressive schools—not as a burden, but as a living, interesting subject, closely associated with the everyday life of every one of us.

Drawing as Taught in the New Bern Public School

WILLIE GREENE DAY, '13

TN our school we use no regular set of drawing books, but the work has been based largely upon the Graphic Drawing Books. I like to pass these around often for the observation of color and pencil work. The plan of work to be covered by each grade is definitely decided upon before school opens. The progress in the work is then largely regulated by what we intend to cover in each subject in each room. All of the work we try to make vitally associated with the lives of the children. Just as far as is possible I take the children into my confidence, explaining the why and wherefore of measures. We discuss our problem, then different ones give their opinion of how to proceed. Our materials are comparatively simple. We use 6 x 9 and 9 x 12 manila drawing paper, often bogus or the white paper of the same size, and sometimes colored paper, especially for chalk drawings. The mediums are pencil, crayons, pen, and chalk.

Our aim has been to help the children to see and appreciate beauty of line, form, and color, and to give expression to what they see through study and practice in the execution. With this in mind, I have grouped the work into the following classes, the basis of the object part being the sphere, the cube, and the cylinder.

1. Object drawing and perspective, which includes drawing from nature, life, and groups of still-life objects.
2. Design as taught by borders, surface, patterns, book covers, desk sets, decoration of construction work.
3. Figure and landscape composition and pose work.
4. Picture study for appreciation and enjoyment.
5. Construction work, paper tearing and cutting.
6. Theory of color or color work.
7. Observing, enjoying, and beautifying our surroundings in school and at home.

1. *Object Drawing.* Each season is a source and offers possibilities and suggestions for work in each grade. In the fall, for instance, we find grasses, fall flowers, leaves, fruits, fall scenes, and Thanksgiving work. In the primary grade we do much of this work in mass, using crayon. In the grammar and intermediate grades we pay some attention to details and still use colored crayons the color of the object, or we use pencil. All such drawings of flowers, fruits, sprigs, and objects must be true in their line of growth and form in preference to being made beautiful at a sacrifice of the expression of right lines. Such

work as this must aim to teach the direct ways of handling different mediums and the possibilities of these mediums when the pupil becomes thoroughly familiar with them through usage. To aid such familiarity with our crayons, pencil, pen, or chalk, to illustrate different treatments of the same objects, to apply principles we have studied, we often take very ordinary, everyday objects for models and study them so as to promote all of this. In one room we took a vase that stood on the teacher's desk. We drew it with three different mediums, (1) pencil, (2) chalk, (3) crayon; six different ways, (1) outline, (2) light and shade, (3) black crayon, (4) natural coloring, (5) shaded with pencil, (6) chalk at the board, and in two positions. In another room we studied a fruit basket in much the same way. After we had finished in both cases we booked the work together and placed a conventional design of the object done on brown paper for the back. In such treatment great care must be exercised by the teacher to prevent the fascination of color from overbalancing the more important idea of form. No amount of rich color can correct defective lines.

Along with object drawing comes the tremendous subject of perspective. We start this work in the primary grade by teaching the placing of trees in simple scenes, apples on a page, etc., and by the third year we begin observing the tops of cups, baskets, etc. In the fourth year we study and dwell at length on the effect of distance upon objects. We teach recognition of the type forms, and the use of these forms in very simple pictures. In the fifth grade we teach the principle governing a foreshortened circle, illustrating it with a circle cut from cardboard with a hatpin through the middle, so as to move the circle up and down in different positions. This leads into the study of the cylinder in this same grade. In the sixth grade we study the cube. In the seventh we review the study of the cube and take it in more complex drawings. In each grade, as we introduce a new subject, we lay great stress upon the teaching of it and try to direct most of the work in this subject toward this end. I try never to force a principle I wish to present. We take the object we are to study, try to find examples of the type in other objects, talk about it, examine it thoroughly, then begin a study holding it in different positions. Every conclusion we draw, every statement we make concerning it is tested, and either proved or rejected. There are many different devices which we use for testing; some examples of these are putting toothpicks to the back corners of a cube, tying strings to the edges of the cube, and showing how the lines seem to converge. The using of these very simple devices proves fascinating and helps the children to see and understand in a more comprehensive manner the principles.

2. *Design.* Our work in design this year has been planned each time to meet a definite need, such as decorating a basket, a Christmas box, a desk set, condec shades, tiling for our miniature house, furnishing patterns for linoleum design, for stained glass window or wall paper. The designing of these patterns has come after the study of flower motifs, symbols of the season, rhythm borders, animal and still life, or simple geometric forms. In each case we have studied the composition and color harmony along with this when the case permitted. We have worked upon lettering to decorate booklet backs, to make school posters, for copying of poems, verses for cards, etc. Beginning with the single word in the first grade we work forward till by the third grade we begin to study spacing in its simplest sense. In the fourth and fifth grades we use spaced paper and continue the practice of simple forms of letters, gradually working to improve the shape of these. In the sixth grade we begin learning how to do a great deal of the spacing with the eye. I have introduced Japanese letters and Old English forms and found the children like them, consequently, do quite good work in using them. In the seventh grade we try to work for accuracy in line, space, and form, and to acquire freedom and rapidity with the work. I find a definite aim, such as making a class poster or copying a poem for a booklet, presents all of the problems necessary, holds the attention, and creates interest much better than when we letter aimlessly just to learn how.

3. *Figure and Landscape Composition.* In the figure and silhouette work I begin with action figures and figures and forms in mass, illustrating the play of the children. Familiar with these we go to the pose work. About the third and fourth grades we draw figures, animals, and birds in mass, in outline, and later finish with shading, either of color or pencil. This continues through the entire course, either in simplicity or complexity, to suit the grade. Along with this comes the rendering of Mother Goose figures and cut work, illustrating plays and games. In all of this work we study to get the pose best suited to the grade and one that at the same time reveals most completely the character of the subject.

4. *Landscape.* The beginning of landscape work with us is the enjoying of beautiful pictures and scenes. Then follows the production. In the first grade our work is but the combining of simple washes to make land and sky. The addition of a tree, a hill, or mountain helps us to vary these scenes. We use the primary colors in different combinations with this work throughout the first three grades. Later we add clouds to the sky, put in an avenue of trees, take a scene with a river, expressing it all in one color, using differing values or using a color with its complementary color. By the end of the fourth year we begin doing landscape work with pencil. At no time should we

lose sight of the fact that the pencil is after all one of the most widely used and one of the most effective mediums. There is no better place than in this work to teach its handling. It is possible here to introduce the different strokes of the pencil and to teach its different values; therefore, we do much of our landscape work in pencil, especially in grades 6 and 7. The finder is introduced. We try finding small pictures in larger ones and fitting a picture to different spaces or studying how the picture is spaced and then drawn to fit these spaces. We then do different spacing of our paper and draw a landscape with parts to fit in these spaces and make a picture.

5. *Picture study* is closely connected with landscape, but more inclusive. Pictures on the wall, those found in our monthly journals and school books have served to give us much pleasure and to increase our appreciation of the best of art expression. We try finding the centers of interest and discovering how the artist has manifested this. We discover small pictures in larger ones. We enjoy collecting pictures of a beautiful type and also pointing out those found in Nature. One of those we have studied from Nature has been our down river view. We visited it off class, carrying the points in mind we were to look for. When we next came to class we discussed what we had seen, tried sketching it on the board, then at our seats. In a later class we finished it in color and in pencil. The results were surprising in the manifestation of how eager the children were to do the work, how they talked of the beauty of the scene, and of other similar views, and we were pleased with what good ideas they had of expressing what they saw.

6. *Color work.* Our first work and chief aim in color in the primary grades is to teach the primary colors. We do most of the work in this subject so as to bring out this one aim. In the fourth grade we teach the tints, shades, and normal color, and do objects and scenes to illustrate this. Sometimes we divide our picture into three parts, doing one part in light, the other in medium, and the last in dark. For a second picture we will do the first part in dark, the second in medium, the third in light and so on till we exhaust our color shifts. By the time we have finished the child has learned to draw the subject well, has not tired of it, but, because of the change each time, has enjoyed doing it over and over, and has learned the color chart, incidentally. In the fifth grade we teach complementary colors. We try doing objects in either of the primary colors with the complementary colors in combination. Just as we tried in the fourth using the shades, tints, and normal color in different places, we try each primary color and its complementary colors, then change these about in the treatment of the same object, scene or subject. We try doing trees, fruits, buildings, etc., in flat tones for decorative work, making no pretense whatever at realistic work. Oftentimes we better illustrate this by using a color

for drawing entirely different from that of the color object we are drawing. Then the children readily see what we are trying to impress. Complementary color scenes offer a great range. We take the work of this sort through the seventh year. In each grade we make our own color charts. If they are only simple strips of color mounted they serve the purpose and act as a guide for the child.

7. *Construction work, paper tearing and cutting.* Our construction work has been closely associated with the design in that in most cases it has been decorated by that work. In season, we have made cornucopias, constructed Pilgrim villages, Esquimo houses, Indian villages, made Thanksgiving books, Christmas booklets, Easter baskets, George Washington hats, and much miscellaneous work in the grades done to fit in with work they were studying in other subjects. In all of our primary grades we have based most of our work on constructing such things as doll furniture, on the 16-inch fold. This was to teach the use of the ruler. In the grades in which they were taking up either half or quarter of an inch we would suit our work to aid in the use of that particular measure. In the grades in which the study of the cylinder and cube were taken we tried basing some of the construction work on those objects; for example, lamp shades, based on the cube, flower holders on the cylinder. Toys of the children in the lower grades were made. In the higher ones we made desk sets, telephone pads, folders, and book cases for the drawings, etc. We have torn trees, cut letters and torn animals from block forms made up of different units we wished to teach in particular grades. And so as the work goes forward paper construction progresses with it to fill a certain need of training the hands, muscles of the fingers and arms, the eye and brain all to work together, and to aid in holding the interest and arousing some children naturally a little slower than the others. Just in this connection, in the primary grades we have devised a plan which we hope will in time be worked through the school. In those grades known to the teacher as being *slow* we have tried clay modeling, raffia work, a great deal of weaving, sewing, and other hand work. The children take a delight in illustrating with clay such stories as "Three Bears," "Fox and Pigs," "Fox and Grapes," etc. In the first named we used three different colors of clay—the bears, chairs, beds, and bowls one color (brown); Curly Locks a lighter color with curly hair of brown, a nice green dress and brown sash. In connection with the raffia work one room made a whole suit of furniture for the living room of their doll house.

8. *Observing, enjoying, and beautifying our surroundings.* I try to remember if we are to expect the children to produce beautiful things we must help them to see and enjoy beautiful things. I try brightening the rooms; it seems to work wonders just to tear down old pictures, put up a new one, a flag or some work of the children. If a certain

room happens to be particularly interested in any one thing I use that as a lesson for enjoyment. In one room, for instance, they have a hobby of birds. We spent several lessons enjoying, studying, and drawing a bird house. I did not count any of the time wasted, for every time we call attention to any object, point out its beauty and speak of how its appearance may be improved. We have taught an appreciation for drawing. Did you ever try straightening or rehanging the pictures on the wall? Do you put up pretty borders in harmony with the season, or do those fall borders still hang on through the spring? Arrange your desk neatly, place the chairs in a pleasing manner, see that the shades aren't all faded, worn and about to fall down. If you can, be sure and observe beautiful garden plots, pretty streets, pretty buildings, unusual rooms and remark on their beauty, for by so doing you are teaching drawing and cultivating a sense of the beautiful, a conscious love of nature and a healthy, happy mind in every child under your care.

Through all of our work I try to remember we have a definite plan, there is a certain amount prescribed and a course to follow. Each year's work is but a step in completing the whole plan. As I reach a subject I do not necessarily try to stick to it regardless of all other work. I try not to forget it must be completed within the length of time given, but if opportunity presents itself and the time seems best I stop to enjoy holidays, seasons, birthdays, and whatever else here offers that we cannot enjoy later. Often we take a sprig, plant, or flower when it is in the stage we wish it. Even if it interrupts a study of something else we take it then as that may perish and the other can be gone back to later. After we have completed a study of some object I frequently leave it without further comment to come back to later for a memory drawing. We do this with no object for reference in view. It is good training and a splendid way to help the child make the drawing his own. Results are not expected to be as great as when it is done from the object, so I am not disappointed if it takes several attempts to get the best work. A great deal of blackboard work gives good training, too. One-half of the class may draw at the board while the others draw at their seats. In this way no time is wasted and a valuable end is attained. The teacher in charge of the room will find it restful and quieting to allow the children to go to the room to draw an object, say for the specified length of time, 3 or 5 minutes between classes. At the end of that time have the class seated and proceed again with the regular work.

To accomplish the best in drawing everyday practice is needed. If you can have only two regular lessons a week practice on those lessons in odd periods, or maybe for only five or ten minutes. The results will far exceed those when only two lessons a week are given.

Why I am Again in School

EDNA CAMPBELL, '12

WHY am I in school again? I presume I am a normal person, particularly in my ability to study and in my ambitions. Yet this question is often asked me, and I suppose in a changed form confronts many students, particularly student-teachers. By student-teachers I mean working teachers holding the genetic viewpoint. To this type teacher comes the question: Shall I strive and make further sacrifices to go on in my chosen profession?—will going to college be really worth while?—will I be repaid for the effort it will cost? Having asked myself these questions many times, hesitated, risked the outcome of going to college and found it so satisfying, I advise any earnest student to do the same.

Like the average American girl and boy I received my elementary education and entered high school with the ambition to make good grades, finish, and then enter college or some vocational school. I entered into all forms of student activities with enthusiasm, even those of pinning tags on the professor's backs, but I took everything as an event of that day, week, or month alone. Why I was studying certain subjects, what ultimate good they were going to be to me beyond their possible informational value, rarely, and never for serious consideration, received a moment's thought. I took them because they were in the curriculum and necessary to "get through." Deep underlying principles and methods seen and used by the teacher were as unknown to me as Sanskrit—yet, I was going to teach. Always, as a child, teaching had been the goal toward which I must work. It was such an early idea with me that I am unable to say whether it was of my own choosing, or was stamped upon me by my mother's earnest desire that I should teach. Anyway, after finishing high school, teaching was my next goal, just what or how or where I did not so much care—only it must not be in a rural school, or must not be grammar or Latin.

I spent two years training. In that time teaching with its large possibilities, its deep underlying principles of habit formation, its agency in character building, its heavy responsibilities, dawned upon me and I earnestly tried to assimilate, to have for my very own a working knowledge of the essential facts of psychology, pedagogy, methods, school management, and necessary content.

Upon graduation I entered my work with zest. I was eager to see just what I could do. My first two years were in a one-teacher rural school; I taught grammar and I enjoyed it all so much that I hope to return to rural work again. My next two years were in a city school.

After the four years active service I felt these were some of my problems of that and all time: Am I presenting this lesson so James gets it? Jack does, but I am not sure of James. Is it my fault—isn't there some way I can help him to get it for himself? Aren't these children merely absorbing facts for "school reports" and not for life use? How can I help them to change? Are these children seeing life in nature and people and taking their daily part as well as preparing for greater responsibilities? Can I by conscientious effort aid them in doing this? Can the community be brought together to work upon problems of saner, more wholesome living—what agency can I be in this? These and dozens of other similar problems came. Some I have been able to solve partially; some I have not. Always, I felt the need of experience and greater knowledge of the underlying principles of causes and results. It is true I read teachers' magazines, now and then a professional book, and attended summer-schools, but for serious study and research in answer to my problems, beyond what experience was giving me, I found, due to the demands of necessary work and society, that I had very little time or energy.

Then, too, I awakened to the fact that I was fast settling into a rut. I needed fresh content matter, methods and contact with people of different viewpoint, or else I would quickly become the teacher satisfied with having her grade measure up to the required standards of the school in which she is working, losing sight of the big aims of education in a mass of details. For my own sake and for that of those people I come in contact with, and the children I am to teach, this could not be. Then came the question, How can I best find a solution to all my problems? The answer came, By mingling with people who are consciously facing your same or similar problems, and being under the direction of people with ability to guide and give. College, of course, presented these conditions, either Columbia, Chicago University, or Peabody. Selecting Peabody and still a little dubious as to what a college year would give I came back to work as a student. And now that I am at the place to summarize just what the year has meant to me, I find it hard to do because so much of it has been of an inspirational, intangible nature. Among the larger things gained has been a firmer grasp of the principles that dawned upon me as a normal school student; a clearer insight into causes and effects; a loving appreciation and respect for experimental work, and such work as John Dewey and the McMurrys are doing; a real appreciation of the significance of the big educational movements; personal contact with C. A. McMurry and other members of the faculty; a fresh enthusiasm for my work; the joyousness of being a student among students, attending student gatherings, playing basketball, swimming, and making friends with people from all parts of the globe.

I hope I have made myself clear as to why I am in school "again," and just a few of the things it is meaning. From no viewpoint is it possible for the year not to repay its outlay in time, energy, and money unless the student refuses to enter into it. Personally, I am returning "again" as soon as possible and would advise any teacher remaining in our profession to do the same.

The Psalm of the Country Woman

HELEN CHRISTINE BENNETT

(From Pictorial Review, by permission)

I am a country woman.

When the sun shines my pulses beat with gladness.

At night, when I have ceased my labors, I look upon the stars. When

I see the myriads shining above me—each, perchance, a world as my own—I know that life is not futile nor finite.

I cannot count the stars, there are so many. How then can I hope to grasp infinity?

The sting of Death has touched me, but altho it has robbed me of a Presence, yet may I rejoice.

For every Spring I see again the miracle of resurrection. I have planted the tiny seed and have guarded its growth until I have the tiny seed within my hands again. So I comprehend dimly a cycle that has neither beginning nor end.

By day I work with my hands and under them I see transformed the sustenance of life.

It is good to see butter come gold in the churn.

There are those who come from the places where many dwell, from the cities where these things are not. Such say to me:

"Is not life here monotonous?" I smile within my secret self to hear them.

For they know not of the drama that is held in producing the means of life, the never-ceasing battle waged with Nature, nor of the joy of victory.

The wild carrot grows by my doorsteps. I have seen it countless times, yet ever is it a thing of exceeding beauty.

And it is but one of uncounted beauties about me.

The air is sweet.

The arms of my mate are strong.

My children, brown under the sun-kiss, discover each day new wonders in the fields and woods.

I have pity for the blindness of those who thus speak to me.

For I have known the fullness of life and my eyes can see.

Latin as a Vocational Subject

DAISY BAILEY WAITT

FOR the average high school student Latin should be a vocational subject. Is it as our high school courses are now offered? The number of students who study the subject two or three years and forget it in less time is far greater than the number who study it for four years and are fortunate enough to go to college. Even with the latter class is the work offered always as practical in character as our dependence on the Latin language for our everyday speech would justify? I shall not attempt to go into the subject except as it relates to the first two or three years.

In a recent article in the *Classical Weekly* Prof. H. C. Nutting, of the University of California, says: "The demand of the hour is for concentration upon the problems of first and second-year Latin, and with two aims in mind, (1) so to enrich the first two years that the student will desire of his own volition to continue the work beyond that point, and (2) to make the work of the first two years preëminently worth while even for those who can pursue the subject no further."

Under the second head Latin as a vocational subject naturally finds a place. The number of high school students who do not go to college, but enter some trade or industry is greatly in excess of the students who go to college. In various types of work of this kind it is an acknowledged fact that ignorance of English, that is, a lack of knowledge of the meaning and use of words derived from Latin, is the greatest obstacle to promotion. Too often the work the schools offer make their courses to fit the college entrance requirements and their content is influenced by these requirements rather than by any immediate or practical benefit to be derived from the subject itself, and there are very decided values of a practical and vocational character that should come to the student in the pursuit of Latin even though he never learns to read fluently and drops the subject just when it should be becoming most interesting.

From the beginning Latin should not be to the student a dead language, but rather his parent tongue, and I speak advisedly since English is far more Latin than Anglo-Saxon and not a few words familiar to the student such as *junior*, *senior*, *orator*, *census*, have not even changed their form, while many others have but slightly changed theirs. The increase in the students' observation of the use of words along with his knowledge of words and feeling for their proper use should be one of the first practical tests of his Latin. A test of this sort will demonstrate the value of his Latin, whatever trade, occupation,

or profession a student may afterwards enter, to say nothing of the cultural and disciplinary values, for they have not been proved altogether *nil*, and the basis Latin forms for grammatical study of English and other modern languages as well.

Experiments in vocational Latin to date have been eminently successful, but they have been confined primarily to special schools and commercial courses, notably the experiments made by Albert S. Perkins in connection with the commercial courses in the Rochester High School. It remains for a practical high school course to be worked out which shall give to the student the ability to apply his Latin as he gets it to make his English help his Latin and his Latin help his English, to seek and find the Latin element in all around him.

To bring the application closer home for the primary or elementary teacher such training is invaluable. If to quote from a recent article on commercial Latin, "a broad, flexible, discriminating vocabulary is a prime business asset," certainly a training which enlarges the vocabulary and impresses on the mind a discriminating use of words is absolutely indispensable for the girl who is going to engage in any form of teaching. It is with this idea in view that a two-years course in practical Latin is being offered in the Academic Department of the Training School, and it is the honest conviction of experience that such a course will not only be of far more practical value to the student who can pursue it no further, but that it will arouse more interest and secure a greater desire for a further study of the subject than the usual college entrance requirements generally studied. This course does not take from the usual college entrance requirements any of the bone and sinew which make them worth while, but rather differs in content, which is in the main equivalent, and will, perhaps, make possible even greater requirements because of greater interest, and form the basis for more varied reading.

Ways of Economizing in Cooking

Substituting in Recipes

ON account of the high price of foodstuffs this year we have been emphasizing in our cooking class how we can best reduce the cost of our cooking.

We have taken up the cooking of: first, breads; second, cakes; and third, meats and vegetables.

In cooking our breads we found we could reduce the cost considerably by using the cheaper fats, such as cottolene, which is now 23 cents per pound, 2 cents cheaper per pound than lard. In keeping accounts of prices we have noted carefully the increasing cost of ingredients. Take, for instance:

EGG BREAD

	<i>Cost in November.</i>	<i>Cost now.</i>
1 c meal	\$.009	\$.015
1½ tsp baking powder004	.004
½ tsp. salt	—	—
2 lb. melted fat (lard)005	.007
1 egg03	.025
1 c milk025	.037
Total	\$.073	\$.088

Notice the substitutions we made that cheapen the cost.

Cottolene can be used and very good bread can be made with less fat than is called for in the recipe.

Second. Instead of using sweet milk and baking powders we used sour milk, which costs one-half as much as sweet milk, and one-half teaspoonful of soda. This made the bread as good, and also cut the price down. Two tablespoonfuls of flour can be used instead of the egg, but the bread would not have been as rich in protein value.

The next thing we attempted to cheapen was the cooking of cakes. We could reduce the cost here by using fewer eggs and a smaller amount of fat. We could also reduce it by using sour milk and soda instead of sweet milk and baking powders. One teaspoon of baking powders can also be used instead of one egg.

The cooking of meats was the most important part of our work. We had to be very careful of the cost. The lessons were carefully planned so nothing would be wasted; for instance, we stewed the meat for one lesson, and in the next lesson made croquets for which we used the stewed meat. We bought the cheaper cuts of meat; by that I do not mean the cheapest per pound at the market, but the cuts that would be

the cheaper after the bones and gristle were taken out. Such cuts as brisket, ribs, and neck seem very cheap when we think only of the price per pound, but after about one-third, which is bone and gristle, are taken out, the cost mounts up to about the cost of round steak.

All the meat that was left, including the uncooked, was used for some other dish. The cooked meats were used for croquets, hash on toast, in pie, or baked, or for salads. The uncooked meats were used for flavoring as in soup and scalloped meats. In fixing the egg for the croquets one-fourth cup of water can be mixed with one egg.

This reduced our expenses in two ways: first, by using the left-over meats which would have been thrown away; second, by using the bread crumbs, left over cereals, and potatoes. We made these left-overs into very appetizing dishes.

VERMELLE WORTHINGTON, '17.

Other Means of Economizing

In this day of high prices and scarcity of food the women can be more economical by substituting cheaper foods for the more expensive ones, and by knowing how to save and preserve the things that they have on hand.

Instead of letting the surplus fruits and vegetables spoil, can vegetables such as corn, beans, peas, tomatoes, beets, and squash, for winter use. Can, preserve, and dry all apples, peaches, and other fruits that you have or can buy cheap.

Now, while butter is easy to get, buy a supply and pack it away in salt in earthen jars for future use. It will keep any length of time.

Eggs may be kept by being packed away in salt, or in a solution of water glass, which is prepared by using one part water glass to ten parts water.

The use of corn meal in the place of so much wheat flour would reduce the cost of food for the family. Very good bread may be made from corn meal and wheat flour, half and half. All batter breads are better if part corn meal is used. Puddings, and even doughnuts and cakes are made with corn meal as the basis.

Corn meal mush may be used in many ways, besides as a breakfast or supper dish. Fried mush, mush with cheese, and mush with fruits may be used.

By writing to the Department of Agriculture at Washington one can get the bulletin, "Sixty Ways to Use Corn Meal."

Since more rice was produced in the United States last year than ever before, it is cheap now.

The Southerners realize the value of rice, and it is one of the staples along the sea coast and gulf coast. Boiled rice is often used for dinner, taking the place of bread.

Cold boiled rice may be mixed with all batters of flour, or corn meal; it reduces the quantity of other foods needed, and is a way of using the left-over cereals. Cold boiled rice may be used, with or without a little meat, for croquettes, and with eggs, sugar, milk, or other ingredients for making puddings and other deserts.

The left-overs from a meal may always be made into some attractive dish. The left-over pieces of meat or fish may be made into croquettes or baked hash. The left-over potatoes may be used for potato salad. All left-over cooked fruit may be made into puddings, custards, or souffles.

The fuel bill could be reduced greatly by the use of a fireless cooker, which can be made at home. Write to the Department of Agriculture at Washington to get directions for making one.

EFFIE BAUGHAM, '17.

Why Boys Leave the Farm

(From Munsey's, by permission)

"Why did you leave the farm, my lad? Why did you bolt and quit your dad? Why did you beat it off to town, and turn your poor old father down? Thinkers of platform, pulpit, press, are wallowing in deep distress; they seek to know the hidden cause why farmer boys desert their pas. Some say they long to get a taste of faster life and social waste; some say the silly little chumps mistake the suit-cards for the trumps, in wagering fresh and germless air against the smoky thoroughfare. We's all agreed the farm's the place; so free your mind and state your case!"

"Well, stranger, since you've been so frank, I'll roll aside the hazy bank, the misty cloud of theories, and show you where the trouble lies. I left my dad, his farm, his plow, because my calf became his cow. I left my dad—'twas wrong, of course—because my colt became his horse. I left my dad to sow and reap, because my lamb became his sheep. I dropped my hoe and stuck my fork, because my pig became his pork. The garden-truck that I made grow—'twas his to sell, but mine to hoe. It's not the smoke in the atmosphere, nor the taste for 'life' that brought me here. Please tell the platform, pulpit, press, no fear of toil or love of dress is driving off the farmer lads, but just the methods of their dads!"—*J. Edward Tuftt.*

How We Became Interested in Finding Subjects to Write About

BY A COMMITTEE FROM THE CLASS OF 1919

AS preparation, the interest of the class was aroused in composition by studying the *Progressive Farmer*, the *Country Gentleman* and other such magazines. We studied these articles to see the methods other people used for making themselves understood, and to notice subjects people were interested in. After a study of these articles each member of the class made a list of subjects from these magazines. Each then wrote one paragraph on an article from one of those papers, carefully selecting a subject she knew enough about to write on. Each girl then selected the magazine or paper she wished to write for, and in this way there was no feeling of a mere class exercise, but each felt that she was writing for a purpose.

When the class had finished this work each member handed in to a committee, chosen from the class, a list of subjects that were of interest around her home, in her community, or on the farm. Our committee sifted and organized these under general topics. When this list had been reorganized it was placed on the bulletin board in the class room where each girl could study it. Each selected a subject that she was interested in and felt that she could write an article on that would reach the standard of those she had been studying. After she had decided on the subject she wrote her article and handed it in.

This caused the girls to open their eyes. Then to begin to notice the interesting features around the school.

Each girl handed in a list of the features she had taken notice of and was especially interested in around the Training School. This list was placed on the bulletin board as the other had been and each girl read the subjects and handed in her first and second choice to write an article on. It was surprising to know that all the subjects were taken and nearly every girl had her first choice. The girls' interest in this work was so great that each threw herself into it; and some exceedingly good articles were written. They were not only interested themselves but they made their fellow-students in other classes interested and some girls even became guides for sight-seeing parties around the school.

Each girl had an interview with the person who could give her the most information on her subject. Many of those interviewed gave good reports of the young journalists.

Following is given a suggestive list of some of the subjects:

Community subjects.—The school: How we succeeded in consolidating three one-teacher schools into one; The teacher: How one teacher

helped our community; The kind of school we need; How we painted our school house.

Clubs.—The work of the tomato club in our county; How we organized a tomato club; What the tomato club has meant to me; The eight weeks club a Training School girl organized in my neighborhood; The corn-club boys in our county; My work in the poultry club; The boy scouts in our town; Why we organized a Farmers' Union.

Public utilities.—A plan for efficient telephone service in my community; What the telephone means to us; Rural delivery makes us a part of the world; What the daily paper means to us; The condition of the roads in my county; The old road and the new running to my home; Our good road to market; How we keep up the roads in our county; Our road-making day.

Miscellaneous.—A community library of farm bulletins; How a girl can make money in North Carolina; The tenant problem in our community; How we got up a community fair; What our community fair meant to us; The automobiles in our neighborhood; How the automobile on the farm pays for itself.

In the Home.—How to do things, directions for making labor-saving devices, for cooking, for canning, and suggestions that had been tried out.

Topics of interest around the Training School.—The cold storage plant; The heating and lighting plant; The arrangement of the kitchen and dining room; The management of the dining room; How the school is fed; The disposal of the garbage; The school garden; The Model School (1) The plan of coöperation with the Greenville schools; (2) The management of the student-teaching; The library: what is in it and how it is managed; The infirmary; The Bursar's office: how the book-keeping is handled; How the records of the students are kept; The Loan Funds: history, how managed, etc.; Facts and figures about the summer terms; The history of the establishment and growth of the school; History of the various organizations of the school, such as the Y. W. C. A., the societies, Athletic League, and of the QUARTERLY, etc.

RENA HARRISON.

ZELOTA COBB.

ELIZABETH SPEIR.

James Whitcomb Riley

ALAVIA K. COX, '17

JAMES WHITCOMB RILEY, the most popular American poet, was born in Greenfield, Indiana, in 1853. His father, an eminent lawyer, was very anxious to have his son study law, but the poet refused to do it; he tells us: "Whenever I picked up Blackstone or Greenleaf my wits went to wool-gathering, and my father was soon convinced that his hopes of my achieving greatness at the bar were doomed to disappointment." Referring to his education the poet further says: "I never had much schooling, and what I did get I believe did me little good. I never could master mathematics, and history was a dull and juiceless thing to me; but I always was fond of reading in a random way and took naturally to the theatrical."

Riley's first occupation was sign-painting for a patent medicine man, with whom he traveled one year.

Riley is widely recognized as the poet of the country people. Although he was not reared on a farm, as most people believe, he so completely imbibed its atmosphere that few of his readers suspect that he did not actually live among the scenes he describes. "When the Frost is on the Pumpkin," "The Ole Swimmin' Hole," "Airly Days," "That Old Sweetheart of Mine," and scores of others go straight to the heart of the fun-loving countryman with a mixture of pleasant recollections, humor and sincerity that is most delightful. To every man who has been a country boy and "played hookey" on the school master to go swimming, or fishing, or bird-nesting, or stealing watermelons, or simply to lie on the orchard grass, many of Riley's poems come as an echo from his own experiences, bringing a vivid and pleasingly melodious retrospective view.

The West and the East, and particularly the middle sections of the country, all agree that James Whitcomb Riley was the poet of the common American life. He interpreted it as no other writer has done—its loves, its aspirations, its gaiety, its underlying religious faith. "He took by divine right," says the *New York Sun*, "the place of an American poet which has not been occupied since Longfellow's tenancy ended. His universal appeal lay in the fact that he grew up close to nature and never became sophisticated in life or literature."

Riley wrote much dialect, although he preferred the recognized non-dialect poetic form. He tells us, "Dialectic verse is natural and gains added charm from its very commonplaceness. I follow nature as closely as I can and try to make my people think and speak as they do in real life." The chief merit of Riley's dialect verse is its effectiveness as a

medium for character portrayal. Whimsical, lovable, homely, racy, quaint, pathetic, humorous, tender, are his dialect poems; essentially, he has shown us life as a superior writer of prose sketches might do, adding the charm of his lyricism. For some years the people, critics chiefly, have censured Riley by saying he was sentimental. And, indeed, he was—as sentimental as Dickens, Victor Hugo, or Burns. Perhaps no poet was ever so loved as Riley by so many and such diverse people unless he possessed that eager, tender, human warmth which is sentiment. With Riley it never degenerated into sentimentality, which is the sign of the incompetent artist, who is attempting to force an emotion that he does not feel. There is no better evidence of the genuineness of Riley's sentiment, particularly in the dialect poems, than the discretion with which he touches the pathetic chord when he touches it at all.

The true genial nature of our Hoosier Poet is revealed in his great love for little children. His successful thousand dollar entertainments were often given when surrounded by a delightful audience of little people.

Riley spent delightful evenings playing the guitar and singing old songs for the little people. One afternoon while entertaining them he was asked to write his confession in a little girl's Mental Confession Album. Four of the twenty answers will give you an idea of its sarcasm as a whole:

Favorite Flower—

"The cultivated jimpson bloom,
Of course excusin' the perfume."

Favorite Animal—

"Of all of those that I have tried,
I think I like the rabbit—fried."

Character in Fiction—

"Belle Wilfer, 'cause she gave her dad
The first full suit he ever had."

Ideal Woman—

"Sweet as a rose, in kitchen clothes,
With a smirch of flour on her nose."

An editorial that appeared immediately after Mr. Riley's death in the Chicago *Evening Post*, says:

"The man who had the key to the Kingdom of Childhood has entered its portals and the gates have closed behind him. Little Orphant Annie and the barefoot boy bade him welcome. By either hand they took him and led him through its fields, where the cool greenness never fades and the starry wild flowers bloom year in and year out.

"He is no stranger there. All the children know him, and he knows all the winding paths, the brooks and valleys, the hills and groves of shady trees. His own songs will make glad music for him, as they have made music for us.

"James Whitcomb Riley always belonged to that kingdom. Through his 60 years and more of tarrying in a world that grows old with cares and sorrows, with futile yearnings after foolish baubles, cruel stripes and wars, he sang to us of its beauties, bearing its charm and fragrance with him. It seemed to lie far away for many of us—somewhere in the long distance behind us. Riley had the magic to conjure the vision of it for others, but it was scarcely more than a dream, from which we awakened suddenly to the matter-of-fact world that claims our drudging thought and effort. For him it was never further than a short step.

"Years gone he sang about the first bluebird. To Riley it was the emblem of happiness. He followed the flight of the bluebird. The shimmer of its wings never escaped him; the gladness of its song echoed in all his lyrics.

"He has gone. He leaves us a rich heritage, dearer now than ever. In his songs we may find the key to that kingdom; we may learn to weave its magic spells."

By many people Riley was considered very eccentric. He would invite the "Muse" while going about the streets, either riding or walking, and as soon as the poems were thought out he immediately transferred them to paper. He was one of the many poets who could write only when the spirit moved him. Much of his work was done at night, and at twelve o'clock a large cup of coffee and some custard pie were appreciated. He would sweeten his coffee until one fairly shuddered when he drank it. One morning he was reminded that seven lumps of sugar had disappeared into his syrup-like coffee. "Yes, I know," he drawled, "but when I was a boy I was never allowed to have enough sugar, so I'm taking it now. Of course I don't like it, but I'm doing it for *spite*." He played the role of a very deaf old man all the while he was at the table. Never, by any chance, was he known to answer a question correctly—hitting wide of the mark each time he pretended to reply, which convulsed his fortunate audience, for his acting was truly remarkable.

Like Whittier and many other genial poets Riley never married. Through his charming verses of "An Old Sweetheart of Mine" we are led to believe, however, that sometime back in the "Airly Days" love played for him its magic spell.

For several years Riley spent much of his time on the lecture platform in company with the humorous writer, "Bill Nye." An announcement of their appearance always insured them an enthusiastic welcome and a crowded house. Mr. Riley's inimitable rendering of his poems carried his audience back to the "Ole Swimmin' Hole" and other scenes, while Mr. Nye's droll remarks or a story told by one of the "Forty Liars" shook the house in convulsions of laughter.

Before his death, which occurred on July 22, 1916, his sufferings were intense. When his tired body answered the call of his dream children we think the bluebird lighted on his window sill and gave the call.

His bachelor life was pleasantly spent at his sister's home in Indianapolis, Indiana. Of this home he writes—

Such a dear little street, it is nestled away
From the noise of the city and the heat of the day,
In cool, shady coverts of whispering trees,
With their leaves lifted up to shake hands with the breeze,
Which, in all its wide wanderings, never may meet
With a resting place fairer than Lockerlie Street.

Mr. Riley gave large audiences in all the leading cities of America the rare treat of listening to his interesting recitation of his poems.

He was a Hoosier who happily escaped enslavement; the things hidden from us, or revealed only in flashes, remembered but vaguely from the days of our own happy life, he continued to see steadily; he lived among them familiarly to the end, and until the end was their interpreter to us.

Psychologists are born, not made. Thirty years from now it will be interesting to see if this child is not a leading psychologist of his day.

Is this next generation to profit by the thinking along psychological lines this generation is doing? Is it true that one generation reaps after the last one has sown? The story below is of a boy five and a half years old, lacking just two days.

One Sunday morning at the breakfast table this conversation took place:

William—"Papa, my thinking brain is out of fix."

Father—"Why, what's the matter with it?"

William—"It's out of fix."

Mother—"Explain to papa, baby."

William—"Last night I was thinking about something and something else just butted right in and made me stop thinking about what I wanted to think about."

Mother—"Baby, explain to papa what you wanted to think about."

Father—"Yes, son, explain."

William—"I was thinking about your making me a automobile and something else just butted right in and made me stop. My thinking brain is out of fix."

Here the family broke in laughing. Questions were asked him as to how one could fix his "thinking brain," but William was not to be laughed out of trouble. To him his condition was serious and he was concerned over it. It was suggested to him that he could not think if his "thinking brain" was out of fix, but he replied that he could think some, but his brain did not work as it should. Have you ever been in this fix? Did it trouble you? What are you going to do about it?

The Trip to Raleigh

LIZZIE STEWART, '17

WHEN Mr. Wright announced in chapel the final decision that there would be a holiday in honor of the trip to Raleigh, we who were going were overwhelmed with thanks and showered with good wishes from the less fortunate. Excitement then began in earnest. The question that was uppermost in the mind of every person planning the trip was: What can I wear to make me look the most attractive in order to keep up the reputation of the school? That in the mind of the girl who was going was: How much money can I afford to spend on the flash we are planning, and have some left for the movies?

February 20 came at last. After an early breakfast, and many cautions as to the care of our health, we were settled in our own private cars, two in number, and on our way to Raleigh. Time passes quickly when one is excited, so being surrounded by a jolly crowd, singing and laughing, and having unusually congenial chaperones, Miss Davis, Miss Waitt and Miss Maupin, we soon reached our destination.

The pleasant face and the familiar expressions, "Ah! The dear lambs, here they are! All looking pretty as usual! Ah! Precious angels dear!" of Col. Fred Olds, greeted us at the station. Ninety-eight girls all rushed for his hand at one time. Col. Olds was assisted in receiving us by Mr. T. E. Browne of A. & E. College, and Mr. J. B. Pearce, of the department store of Raleigh.

No time was wasted, for we at once began to explore the city. For various reasons we went to the Capitol first. Here we saw the Legislature, both the House and the Senate in session. This enriched our experience somewhat in the line of History and came at the psychological moment. Governor Bickett then received us in his private office, where we were introduced by Col. Olds. Governor Bickett made us a short talk, pledging to us his hearty support in behalf of our institution. Col. Olds then announced that we would go to pay our respects to "Mrs. Governor." The Governor gave us permission to hold his half of the mansion for the time being, regretting that he could not be there with us.

A photographer greeted us at the mansion and with Mrs. Bickett, Mrs. B. R. Lacy and Mrs. J. Y. Joyner in the center, a very attractive picture was made.

Mrs. Bickett was assisted in receiving the girls in an informal reception by Mrs. Lacy, Mrs. Joyner, and Miss Davis. Mrs. Bickett's hospitality granted to us the other half of the mansion that the Governor did not reign over. Col. Olds was kept busy. It did not seem that

there was one single piece of furniture that did not have some historical value.

We were not sorry when Col. Olds announced that we would go to the Woman's Club and get lunch next. For the first time since we reached Raleigh we sat down. The club house is a beautiful building designed, owned and operated by women. We rested awhile after lunch before we started on our afternoon tour.

Being quite refreshed by our lunch we started to the Museum. This perhaps was the place of most interest and surely of most value to a large majority of the girls.

We next enjoyed the hospitality given us at Boylan-Pearce's department store, where we were allowed to range at our will.

We were deeply concerned when it was suggested that we take a look in at the Wake County Court House, for you know Wake is in hearty coöperation with the Training School girls. When, after a short talk by Superintendent Giles, we came away, one could hear the murmur going over the crowd: "I am certainly going to teach in Wake County."

About eight minutes were left before our special cars would be ready to take us out to A. & E., so we utilized the time by taking a peep at the city auditorium.

Our cars were waiting for us so nothing prohibited a speedy arrival at the College. As we alighted we were cautioned by Miss Davis to remember the instructions given before we left: that was not to let our joy in being at A. & E. be too evident. We were met by President Riddick and escorted out to the field, where a dress parade was given for our especial benefit. The masses became groups and scattered around to various places of especial interest. The dinner hour came all too soon. The dining room was beautifully decorated with red and white carnations. The boys showed their college spirit by giving us yells. These were responded to in such a manner by the girls that the boys said they were almost ashamed to let such a small crowd of girls beat them so much. After dinner there was an informal gathering in the Y. M. C. A. hall, where familiar songs were sung, and some special music, both vocal and instrumental was given.

The last place visited was the Supreme Court Building. Here we examined the Hall of History, seeing many things of educational value and interest. Chief Justice Clark made a short talk on woman suffrage.

Many of the happy memories of the day will stay with us forever.

"We, the members of the senior class, hereby recommend that the custom of visiting, annually, the capital of our State, be faithfully adhered to as an unbreakable precedent."

Subscribed to by all who made the trip.

The Legislature as a Junior Saw It

WILLIE JACKSON, '17

One of the most interesting places that we visited while in Raleigh was the Capitol, where we had the good fortune to see the General Assembly in session. Owing to Colonel Olds' schedule for the day we had to split our crowd so that a part observed in the Senate and the other in the House of Representatives. The House is a larger hall than the Senate, and the seats are arranged in a semi-circle, with the speaker's seat in front.

There should have been 120 representatives in the hall, but for various reasons, strolling on the grounds, standing on the street corners, gossiping, etc., there were a good many vacancies. The Speaker, who is chosen by the House, sat in his elevated box in front. Just behind him, there were suspended the two well known flags, that of the State and that of the nation. These formed a sheer curtain beyond which we saw men standing in groups carrying on conversations, and drinking water from the buckets which were constantly being refilled by a small boy, who no doubt thought that he was a very important person in this great assemblage.

Naturally, one would think that the presiding officer, since he occupies such an important place in North Carolina's law-making body, would be very dignified and quite attentive to what was going on on the floor. But not so. He sat half reclining in his chair, reading a newspaper, which I saw him buy from a newsboy just as we entered. Every now and then he raised himself up, took a sip of Adam's ale from the cup, which was placed to his right, then demanded the attention of the house by knocking with a hammer on his desk. One of the seniors thought he did this to quiet things down, so that he might understand what he was reading. By watching very closely, I found out that this is the method of recognizing a member who wants the floor. "Will the gentleman from Iredell County give his remarks on the bill now before the House?"

Then the gentleman from Iredell arose and spieled forth a speech which seemed to interest no one so much as himself, for the other gentlemen read newspapers and magazines, wrote letters, and held friendly conversations with their immediate neighbors. Every now and then I saw one open his mouth and yawn. It looked as if he might swallow the man next to him. But of course that was impossible. Finally some got up, stretched, walked around and thereby rested their weary bones. Such a relief it seemed!

My eye fell on one sitting in a far off corner and as his face was

"neither sad nor glad," I concluded he was asleep. And sure enough he was, for all at once he woke up. Then to give the appearance of having kept up with the argument of the gentleman who had the floor, he arose and asked about a point that should have been questioned, if at all, five minutes before.

We were in the House long enough to hear one of our own representatives from Pitt plead for his Good Roads Bill, which afterwards passed. I fancy when he saw us filing in, he felt somewhat as we do when the president ushers a visitor into our class room. But like us he bore himself with Spartan fortitude and batted not an eyelid.

We were also in the House long enough to see an illustration in problem solving. One of the messenger boys was sent on an errand. In order to reach his point of destination, he had to pass between two men who were on the floor addressing the House. He saw his difficulty. It is dollars to doughnuts, that he had been taught by one of our girls, for quick as a flash he was on his all fours and passed beyond without disturbing the speakers.

It was with genuine regret that I had to follow Colonel Olds' marching orders. I did want to see how a vote could be taken amid so much confusion and disorder, but I had to hurry on.

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VOL. IV

APRIL, MAY, JUNE

No. 1

Keep the Fires Burning

Keep the fires burning on the school altars so that
none of the good we now have will go out. That is part
of the teachers' "bit."

Remember

Each community is now a part of the world. Any
one who thinks in terms of his community only is selfish
and is not a patriot.

Salute the Flag

Is there a flag on your schoolhouse? Do the children
salute it? Do the older people salute it?

Do You Know the Words of the National Songs?

Do you and your neighbors know the words of "Star
Spangled Banner," "America," "Columbia, the Gem of
the Ocean," and "Carolina," or are you leaving this to
the school children? "Carolina" was on the program
for a meeting of a woman's club, the first half of the first stanza was
strong, but the last half was weaker and weaker. The chorus was full
and strong, but two different sets of words were contending for the
mastery of the first part of the second stanza, and one voice alone car-
ried through the last half of the stanza. Try "America" on an audience
in which there are no children.

What the Teachers Can Do

Perhaps the teacher who lives near her school is in charge of a farm garden, where she is trying to meet the present situation by getting the children interested in raising food stuffs, and at the same time she is teaching the fundamentals of agriculture.

While the teacher is willing, yet she can not do as much as she would like to because the school term ends too early, and begins too late for her to aid much in the production of food. But how can she help? By getting the children so interested in the work that they will go home and begin their own garden. Then, too, when the teacher goes home for vacation she can help carry on the work that the regular teacher has begun.

Again, she can help by teaching the children to practice the strictest economy in their use of school supplies, and also in the domestic science course.

There is no more patriotic duty than keeping right on. The teacher in her work is doing as patriotic service for her country as the soldier boy, and she should not be lured from her post of duty by romantic appeals. The government realizes this and has listed the teacher as being in patriotic service for the country.—F. L. S.

How Can She Make Ends Meet?

The teacher must pay board and laundry, she must dress fairly well, she must subscribe to educational journals, and own books, and she must go to summer school. How can she meet these requirements with the compensation of \$50 per month for six months? Board has increased 50 per cent, shoes have increased 40 per cent, and there is no telling where it will go, and every commodity of life has increased greatly. How much has the teacher's salary increased? None. Less than \$45 a month is the magnificent salary paid the average school teacher in the county in which the East Carolina Teachers Training School is situated. This is a progressive county, and wants progressive teachers, and rightly so. Teachers are willing to give their services to the school, but at the same time they must live. By the time she has done her community work and school work there is little time for making clothes, even when the teacher can sew well.

What can the teacher do and what can the people of the community do to help to relieve the situation? The teacher can show her patriotism by wearing the simplest clothes, by eliminating luxuries, and by practicing the strictest economy in every way possible. The people of the community or the family with whom she boards can help by keeping board reasonable. There is no reason why board in the country should be so

greatly increased if the farmer produces most of his food supply, as he should. She must do as others are doing, do the most she can with what she has.—F. L. S.

**What of the
Summer?**

What are you, young woman teacher, going to do this summer? Teacher, no matter where you are for the summer, you can find things to do. It is vacation and you may be far from the community in which you teach, but you can do something wherever you are.

You may be at home. Do you feel that you have earned the right to loaf because you have had a hard winter? If you are at home, you have opportunities for service. You should fit into your community and work as if you had never left it. You can carry on things the teacher began last winter. If she did not leave anything for you to carry on, you can begin things and leave them for the teacher next fall to carry on for you.

1. Garden. Is it not too late? Yes, for radishes and English peas; No, for late vegetables, the second crop of Irish potatoes, turnips, and other late vegetables. Start a school garden for the teacher who comes to your community next fall. She will be glad to find things started. Get ready for winter vegetables. Get some hot-beds made for her.

2. Help promote the canning clubs. Can things yourself; boost the canning club; study up on household questions and pass ideas of economy and conservation on to others.

3. Help the girls of the community with ideas about their clothes. If you can sew, have a sewing bee to popularize "make your own clothes movement;" if you cannot sew yourself, form a partnership with some one who can who will do that part of the work and you can help the girls in planning and designing. You should be able to help them with ideas of economy and taste.

4. Help make supplies for the Red Cross Society or for some other society that makes a business of directing and collecting supplies. Although a first aid class may be out of the question, any community can fill at least one box of supplies. Make bandages according to the specifications sent out by the Red Cross Society, or make garments. Learn how to knit socks. Get the old ladies of the community organized into a knitting club. Get them to teach the younger ones how to knit socks. They will be delighted to know that the well-nigh lost art of turning heels and narrowing toes is once again popular. The old-fashioned knit yarn sock is what is needed now. Did you ever hear of wristbands? These will be wanted. These will be in fashion for the soldiers next winter. Knit sponges are among the articles called for. Knitting is as fascinating as making tatting, or crocheting. If you

cannot get together the supplies for a whole box, get in touch with the Red Cross work in a large town nearby and offer to send a certain number of things to them. In this way several communities can combine and fill large boxes.

Whatever comes or goes, do something, don't sit idle.

**Red Cross
Nursing vs.
Red Cross
Work**

What is a woman's work in war? Be a Red Cross nurse? That is the first answer one gets. The Red Cross nurse is now a highly trained person, and only those who have had special training and experience are considered at all. Those who went into training for this work when the great war broke out are just getting sent to the front. Science has pushed into the background everything here except efficiency. The sweet, soothing little woman who has sentimental dreams of administering to poor suffering soldiers because she has so much sympathy for them is not turned loose in hospitals now. Even to be an aid to a Red Cross nurse takes hard study, and special qualifications, and the work is entirely volunteer.

When the work was first started in North Carolina by the women in a woman's club, a young girl came to the club and announced that she had come to be a Red Cross nurse. She had come from a small country school, had no idea of what war meant, no conception of nursing, had never been in a hospital, but she thought that was the only way a girl could do anything. There are perhaps many such throughout the State. They are eager to help and simply need direction.

You can do Red Cross work in your community that counts, that is as essential as that done on the field, and yet use only the time and energy that is going to waste. In the meantime you are carrying on things at home.

**What is a
Woman's Part?**

The universities in mobilizing their forces have sent out to all who have ever been connected with them lists to be checked. The list below, sent out to women by Columbia University, is full of suggestions, both as to the kind of work the women are called on to do and as to the work they are fitted for.

Author
Automobile driving
Baker
Bookkeeper
Care of children
Clerical work
Cook
Dairy
Dietition
Factory inspection

Making surgical dressings
Manager
Messenger
Mail carrier
Motorcyclist
Nurse
 Practical
 Trained
Pharmacist
Physician

Factory work	Photographer
Farming	Postmistress
First aid	Poultry raising
Gardening	Powder boats
Garment-making	Reader
House work	Relief visiting
Instructing blind, maimed, etc.	Sewing
Journalist	Social club work
Knitting	Stenography
Languages	Tailoring
French	Teaching
German	Telegraph
Russian	Wire
Spanish	Wireless
Laundry work	Telephone
Lecturing	Trade
Letter writing	Typewriting

The Senior Department This is the fourth senior class that has been featured in the QUARTERLY. The initial number of the QUARTERLY was a Senior number, that of the class of 1914. Each class has followed the precedent set by that class, because we feel it to be a good thing.

The purpose of this department is to leave an historical record of the class activities from the student's standpoint—a record that we may turn to in recalling the memories of our life at this institution.

This section is entirely the work of the class. It affords an opportunity for many a Senior who doubts her ability to write anything for print, but whose interest is especially appealed to, when she attempts to write something for her class. Then she finds that expression comes readily, and she can write well the assigned topic.

Selfish motives, if they ever exist, are thrown aside when the good of the class is at stake, and splendid team work is the result. The department this time represents the work of more than half of the individuals in the class, but it is unsigned, because it is a product of the class rather than of individuals.

When the contents of this department are analyzed, they will be found to contain the essential elements of an annual, and at a great deal less expense. We feel that this department is more in harmony with what this school stands for than an annual would be with the expense which is attached to it. We consider that we get the good effects of an annual and not the evil.

Doubtless the class itself is more interested in this section of the QUARTERLY than anyone else, but we hope and believe that other people will read it with more patience than they would read a publication dealing entirely with personal, long-strung-out affairs of the class, profusely and expensively illustrated.—S. F.

**Art in Every
Day Life**

The article in this issue by Miss Lillian Burke, supervisor of drawing in Washington, D. C., opens our eyes to the fact that art is not confined to galleries, but may be found in the simple, practical things of life. Indeed, we find that teachers of art themselves have embodied in their work, in many instances, the little insignificant things which we have not been able to perceive as yet, because we are not keen-eyed and on the alert for the beautiful. Since we do not have the habit of looking for beauty everywhere and of trying to create it in all that we produce, it is a problem worthy of consideration to see how this can be established. Though it may seem too late for many who are past the plastic age to begin, it is never too early, and it seems that since the school is the logical place for it, we, as teachers, cannot begin too early to establish the habit of bringing art into daily life and making the commonplace things radiate with beauty. Every teacher may be a teacher of art, whether she occupies the chair in an art room or not.

It is interesting to note the changing ideas of decoration. Not so very many years ago it seemed quite the proper thing to have a room clustered with gaily flowered rugs and draperies, family crayon portraits, and every little piece of bric-a-brac that could be collected. We have come a long ways when we recognize now that simplicity is the keynote of beauty, and the fewer the things in a room, the better.

In the schools the girl should be hastened by a wise teacher through the stages which seem necessary before her appreciation for the aesthetic becomes fixed. There is a time in her life when nothing can please her better than big, gaily colored ribbon bows. The photograph stage is when she wants a picture of every one of her relatives, friends, and acquaintances arranged on her dresser, table, and mantel. Along with this comes the poster stage, when each square foot of wall space is hung with the heads of girls and men. The pennant stage comes into the life of every boarding school girl—the time when she simply cannot get enough pennants in her room—pennants of every shape, size, and color are tacked on her walls, and when she can stand back and survey a mass of thirty-seven of them she is well pleased, and thinks that no art gallery could be more beautiful. When we are able to see the beauty in the everyday things of life, then, and not before will art mean more to us than merely big masses of canvas daubed with paint and hung in some gallery.—J. T.

**Credit for
Home Work**

What is the public sentiment in North Carolina in regard to school credit for home work? This idea has grown rapidly in many of our very best schools, and is a pronounced success. It is well worth considering, even in the little

country school. The teacher could outline the conditions on which she would be willing to give credit, if the community desired it, and we believe it could be worked out most successfully. Many a child who is otherwise laggard and uninterested may be appealed to, through this school credit for home duties. Its effect is far reaching, and since it is such an essential part in the child's development, why not give credit for it?—J. T.

Mr. White, the writer of the article on practical English, is a North Carolinian who is making good in Alabama. He is a graduate of Trinity College.

"Look out of thine eyes, behold the things around thee, and write," for all practical purposes has taken the place of the old adage, "Look into thy heart and write." Most progressive teachers of English are realizing that the only effective means of getting results from the composition of girls and boys and to get them to express themselves sincerely and well is to let them write of the subjects that are of interest to them, to open their eyes to the things around them, help them to see a story in everything. If the teacher does this, the task is half done. The day of having students write literary hash is gone.

Articles by Alumnae

Miss Campbell, who graduated from East Carolina Teachers Training School in the class of 1912, has attended summer school here two summers, and has been in constant contact with this school. She gave up her position in the Winston Graded Schools last fall for the purpose of going on further and studying. When a student completes her work in a Normal school, she often has the idea that she is fully equipped to teach and all she needs she can supply from experience. Ambition seems dead. Occasionally the student who seems to have the greatest possibilities open up before her is satisfied and gets into ruts and fails to grow. This article directly from one who completed her work in a Normal school, succeeded in her teaching, and returned to study further, is especially interesting to those who are wondering what there is ahead for them if they go on further. It will be of interest to know that since this article was mailed there comes the news that Miss Campbell will teach Primary Methods in the Summer School of the University of Mississippi.

Another Training School Alumna who is making good is Miss Willie Greene Day, who is now supervisor of drawing in the Newbern public schools. She tells in this number of the QUARTERLY just what she has been doing.

What the Appropriation will Mean to the Training School In the last issue of the *QUARTERLY* the needs of the school were set forth in the report from the Board of Trustees, and in the president's report. It was at a time when the authorities of the Training School were in suspense, wondering what the fate of the school for the next two years would be. Great was the rejoicing when news of the bond issue, and of the appropriation of \$200,000 for permanent improvements, came to us. This means that the school can go forward; that dormitory room will be provided for a great many more students so that the cry of "no room" will be stilled for a while; it means that there will be added more room to the Model School so that the student-teachers will have places in which to teach, and that the State can buy the Model School building and no longer be pensioners on the town of Greenville for the building used for practice and observation work; it means a library building, a gymnasium, and, perhaps, other good things. Exactly what will be done first has not yet been decided. Report will be made later.

The increased maintenance was necessary to keep up with the increased cost of living, but we are profoundly grateful for it. All friends of East Carolina Teachers Training School are grateful to the members of the General Assembly of 1917 for their generous appropriations.

The *QUARTERLY* is indebted to the courtesy of the *Baltimore Sun* for the photographs of the North Carolinians who are figuring prominently in world affairs now. Commissioner of Education Claxton, although not born in North Carolina, was long identified with educational work in the State.





PRACTICAL AGRICULTURE AT THE TRAINING SCHOOL
SENIOR GARDENS

Suggestions

Thought Division in Reading

Reading as thought getting deserves especial attention in the lower as well as in the higher grades. Today we are concerned with the importance of teaching the children how to study as it involves controlled thinking and is the beginning of habit formation. No subject can offer a better opportunity for this than reading.

The children in the first grade, during the second term of this school year, with occasional help from the teacher, were able to divide several of their stories, such as, "The Three Little Pigs," and "The Three Bears," into thought divisions. The teacher threw the responsibility entirely upon the children. Her questions were so carefully and clearly given that they gave the children their aim for the silent reading. She did not say, "Read the next four or five lines," but she said, "Read the part that tells me about the first little pig," or "The part that tells me all about his house," and so on. It was indeed interesting to the people who were observing in the grade; many were astonished to see how quickly they responded. The silent reading was checked by requiring the children to read orally and present the thought clearly to the rest of the class. This work was very simple and the children were not conscious that they were dividing the story into parts.

The importance of this independent work must therefore be realized from the beginning. One of the values from this work is the child finds out that he can go ahead for himself and does not depend upon the teacher for everything. He is unconsciously forming the correct habits of study. We realize, therefore, that thought division in reading should be made more difficult each year.

This year in teaching "The Dog of Flanders" to the children in the third grade we thoroughly discussed the story and then divided it into thought divisions. It has been seen that before in grades one and two they divided the stories into parts but they were not conscious of it, while in the third grade they became conscious of it for the first time, therefore this work was practically new to them. Their aim was to divide the story into larger thought divisions. Each child had a right to agree or disagree and then give his reasons. Good thinking was the result and the children corrected themselves. For example, one little boy said, "I do not think the division should be made there." He was asked why and he said, "Because it is in the middle of a conversation;" they all agreed that he was right. There were several topics given to one division, one as good as another, but the children selected the best topic, or "name," as they called it for each division and then the names were

written on the board. After they had finished this work the story was more vital to them; the larger divisions stood clearly before them as one big unit.

Does not this work pave the way for the paragraph? In conclusion, we see that to have this kind of reading a good foundation is essential. After developing several stories like the above the children become more interested and efficient in their reading. Begin in the first grade and make the work more difficult each year.

EULA B. PAPPENDICK, '17.

The Sandtable and Primary Reading

The value of the sandtable in the primary grades is without question very important. No child will fail to be interested as it creates a desire to do something. Not only are history stories and holiday work made effective on the sandtable, but stories from the primers and first grade readers. Oftentimes the results from one or two seat-work periods will be sufficient to represent a story in this way. For illustration, in the Little Red Hen, the pig, dog, cat, and hen can be cut during one seat-work period. Each one has as his aim to cut the best ones he can so his will be selected for the sandtable. Some of the children can bring from home some wheat, a seed, and other things as the story calls for. A little stove made of paste-board serves for cooking the bread. The sandtable may be divided into sections and several scenes shown. Divide the children into groups and let each group be responsible for a scene.

Many other stories from the readers and primers may be illustrated in this way. At the Model School, with the story "The Three Pigs" the sandtable was effectively used. The children read the story and then decided what in the story they wanted to show on the sandtable and how they could do it. Of course they decided on the three houses: brick, wood, and straw; the four pigs: mother, big, middlesized, and little pig; and the wolf; a few branches for trees and a fence were used where the old mother pig was sending her three pigs out to seek their fortune.

For the brick house we took a chalk box, covered it with red paper marked off into bricks. We made a roof of paste-board and had a chimney to come through the center. Inside was shown the fireplace and on it a pot made of clay. We placed a porch in front. For the wood house we used a chalk box and placed in front of this a porch, but the porch and roof were made of a different shape from the brick house. We took a paste-board box, covered it with pine straw and sewed it with raffia for the straw house. All the children modeled pigs out of clay and the best four were used for the sandtable. This gave an aim to the children in their clay modeling. These things were placed on the sandtable by the children according to their own ideas.

The idea here was not elaborately planned work, but was done quickly and at the same time was effective. Some people think that much time must be put on standtables and the teacher must do the work. This is a mistake. Let the children do the work. One of the great values is to let them see their mistakes and correct them themselves.

FANNIE GRANT, '17.

How Other People Live

SWISS LIFE.

Swiss life followed easily and naturally after the children had studied Eskimo life. They had become accustomed to countries of snow and ice, but they were surprised to learn that there could be snow and ice in countries that were not in the Far North.

The first lesson was a description of the country of Switzerland. Pictures were given making it as vivid and real as possible. After they had seen the pictures of the mountains and glaciers, some child asked where the people lived and what kind of houses they lived in.

"Between the high mountains there are beautiful green valleys where the people live," was the answer the teacher gave them.

Pictures were then shown them of the Swiss house, or *chalet*. The fact that the cattle and goats were kept under the same roof as the family interested them in Swiss houses.

Naturally, the next question that arose was, "What kind of work did the Swiss people do?" The answer given was that when the grass was green on the mountain sides in the spring, the country and village people drove their cattle and goats up the mountain side to graze, and they made butter and cheese in their mountain chalets. The town people do about the same kinds of work as other people living in towns in other countries do.

Then two days more were given to the Swiss life, the children were told to imagine that they were Swiss boys and girls writing to American children about their country. And in this way they gave back to me most that I had given them.

The country was then worked out on the standtable. The sand was shaped and covered with flour and artificial snow, to form the mountains and glaciers. The children moulded the cows and goats from clay. Log cabins were used for the chalets. The children cut out pictures from old magazines that were connected with Swiss life, and made a chart from them.

Reference books used: "The Story of Little Conrad," by Campbell, "Seven Little Sisters," "Frye's Home Geography," "Carpenter's Geographic Reader," and the "Geographic Magazine."

EFFIE BAUGHAM, '17.

DUTCH LIFE.

I planned an imaginary trip for my first lesson in teaching Dutch life to the third grade of the Model School. I did this because I realized the danger of monotony in presenting the lives of other peoples as the class had just made a study of the Eskimo and the Swiss.

I told the children that I had a surprise for them and they quickly responded, "you are going to tell us about some other people." Then I told them I was going to take them on a trip to a quaint country to see some quaint people. Some of them guessed the name of the country. I warned them that I would not take them on this trip unless they promised to keep their eyes wide open so they might be able to represent this wonderful country on our sandtable when we returned.

"Just imagine you are going to start from Switzerland, the country you have just been studying about;—get into a boat and sail down the Rhine river until we land on the shores of Holland." In a short time a merry band of children found themselves in Holland. Pictures of landscapes were shown to them. Instantly, from the pictures they discovered that this country was quite different from Switzerland, in that no mountains were seen, but instead a low level country. I noticed that the children were constantly comparing and contrasting the country of Holland with Switzerland throughout the study, while in their study of the Swiss people and their country they compared Switzerland with the Northland.

The remainder of this lesson was spent in giving the children a concept of the surface features of Holland through conversations and pictures which I found in the *Geographic Magazine* for March, 1915. This magazine proved very helpful because of its pictures showing Dutch people and Dutch life.

The construction of the dykes was one of the things that the class seemed especially interested in, so some time was spent in showing pictures and discussing their construction. Some of the children remembered having made sand dams, and because of this they understood the dyke more clearly.

After studying the country for a while, on the second day the children went into the heart of Holland to visit the country homes and study the life of the country people. Colored post cards showing country life and country people, which a member of the faculty gave me, were used to bring to the minds of the children country life as it actually exists.

The children found dairying to be the most interesting occupation of the country people. Because they were interested we paused to study dairying in Holland, and then made a study of dairying in our country. By doing this the class saw the differences in this occupation as engaged in by the Dutch and our people. This is an outline of the work—

a. Sanitary dairying.

- b. Our dairy as compared with that of Holland.
- c. Butter and cheese making.
- d. Value of milk as a food product.

(Here we see a hygiene lesson growing out of language work).

Another interesting occupation was the raising of flax. One lesson was spent on how flax was raised; how harvested and how prepared for the loom.

After we had become familiar with the country and country life we got into a boat and glided down a quiet canal until we reached the city of Amsterdam. The first thing we did in this city was to find out what the people were doing. Factories, stores, work shops, markets, and various other workplaces were visited. I was very fortunate to get a cup, saucer, spoon and cream pitcher that came from Holland. I showed these to them as we were making our imaginary trip through these places. The children modeled several pieces of Dutch china and put designs on them with blue crayola. The results were fair.

After we had roamed about the city we decided to visit the home of a Dutch boy and girl, Hans and Gretchen. I had two Dutch dolls. I placed these on my desk and introduced them to the children. Hans and Gretchen gave their guests a hearty welcome into their home. By having an imaginary conversation with Hans and Gretchen they learned of the games, sports, school and home duties of the Dutch city children.

The children insisted that we spend another week in Holland, but finally I persuaded them to sail for home; when they returned they all declared that they had enjoyed the trip.

My last lesson in connection with Dutch life was a picture lesson. We made a study of the "Dutch Windmill." At the end of the lesson the windmill song was sung and we all played windmill just as if we really were one of those Holland windmills.

By placing Holland on the sandtable I had an opportunity to correct a number of erroneous ideas.

NANNIE MAC BROWN, '17.

PASTORAL LIFE

Pastoral life was a big unit taught in the second grade during the month of January. This was primarily language or history, but around it all other subjects centered. The immediate aim of the Pastoral work was to lead the children to understand the life of those who care for sheep, and to realize the value of sheep to us. Back of this was a broader purpose of leading the children to appreciate the picturesque and practical phases of Pastoral life.

The care that the animals require was taught by means of a story, showing clearly the needs of the animals and their dependence upon those who care for them. A series of stories and poems, familiar to the grade, relating to Pastoral life were reviewed with much enthusiasm.

Pictures furnished interesting conversational or practical oral language lessons. "The Return of the Flock," "The Knitting Shepherdess," "The Contented Flock," and "The Sunset Glow," were among the pictures used.

The realization that sheep must be protected from the weather caused the children to want to make a sheep-fold. This was taught as a drawing lesson, but also furnished an excellent motive for a lesson in measurement. They were all anxious to put their work on the sand table.

Wool was the topic which led to some of the most effective work. As it was winter the woolen clothes worn, suits and caps of the boys, coats and dresses of the girls, were talked about constantly. This gave an opportunity to teach in a simple way the processes through which wool has to be carried before it is ready to be worn. As an introduction to that part of the development two stories were reviewed with new interest, "Pattie's New Dress," and "How Jack Got a New Shirt."

Then we took an imaginary trip to make the processes more vivid. First we imagined that we were helping a farmer shear his sheep on a bright spring day. Next, we visited the woolen mills and were first taken to a room where the wool was being sorted and cleaned.

After the cleaning we saw it torn into a fluffy mass and sprinkled with oil to make it softer.

We next visited the carding machines, and soon afterwards saw the wool spun or twisted into yarn, and the yarn woven into cloth. It was then ready to be washed and pressed, and next to be made into clothes. The last visit was to a store where ready-made clothes were for sale and cloth waiting to be made into clothes for our use. This presentation appealed to the imagination of every child.

Oral language work was the chief aim during the first week, but in the second week most all the work was based on written language. The children made a booklet and decorated the cover with a border of sheep. One day they went to the blackboard and wrote sentences that told what the shepherd does for his flock, and another day their sentences told of the value of sheep to us. The work was corrected by the teacher with suggestions from the children. Then they were given paper to write the sentences to put into the booklets. Original work was encouraged, therefore no two were exactly alike. When the written work was completed the covers and leaves had to be put together. That was the time for a simple lesson in book-binding. All were glad to take their Sheep Booklets home for others to read, for in them they had written two familiar jingles, "Baa, Baa, Black Sheep," and "Little Lambs so White and Fair." On one page sentences told of the shepherd's care, and on another page they told of the usefulness of sheep to us.

The spelling lessons were always very interesting because all realized that the words they were learning were words they would need to use in the sentences they would want to write on the board or in their booklets.

Songs related to Pastoral life were taught and made the subject more interesting. "Over the Mountain" and "The Song of the Shearers" were especially suitable.

A poster was made for seat work. The children were given paper and scissors to cut things for their poster. The best cuttings were pasted on a large piece of black paper to represent a shepherd leading his flock toward the fold.

The seat work at another time was to make a border for the room. Each child was given a piece of brown paper and a sheep pattern. The sheep were traced and filled in with chalk. These made an attractive decoration.

A simple, yet very effective sand table grew out of this subject. The children planned what they could put on it and then worked it out. The sheep-fold was made of white cardboard, colored with brown crayola. This was placed in one corner and hay and water placed near. Part of the table was fenced in for a pasture. The fence made for seat work was another lesson in measurement, as each strip had to be a certain length and width.

The land beyond the pasture was hilly with a small stream running among the hills.

Sheep of different sizes were hectographed on cardboard and given to the children. They cut them out, pasted a prop on one side to make them stand up, and a thin layer of cotton on the other side, which made them appear woolly. The shepherd and his dog were put on to guard the flock. Before this was done grass had been planted which grew, in spite of very cold weather, and helped to make it all seem real.

The sand table was very simple, yet it showed what could be done by the children with only a little material. They enjoyed planning and doing the work. Because of that it meant more to them.

For two weeks Pastoral life was our language and history unit, but not only oral and written language grew out of it, but also reading, writing, number work, singing, memorization, drawing, spelling, and seat work.

Following is a list of references which were useful for the children in the study of Pastoral life, and also a list used by the teacher:

Free and Treadwell—Second Reader.

The Wide Awake—Second Reader.

The Summers—Second Reader.

Graded Classics—Second and Third Readers.

How We Are Clothed—A Geographical Reader by James Franklin Chamberlain. Macmillan & Co., Publishers.

Geography Text-books.

"The Song of the Assyrian Guest."

MAY SAWYER, '17.

How I Taught "How Little Cedric Became a Knight"

The purpose of giving the story "How Little Cedric Became a Knight" was to give the children of the second grade a clear idea of a knight, of his work, of his home, and of his ideals.

The children told of the knights they had read about in the fairy stories as the introduction to the lesson. One child had seen a castle at the moving picture show a few nights before, so he was able to give a fairly good description of the knight's castle. After this the use of the moat, walls, and tower was explained, and pictures of knights and castles were shown to the class.

After this they were told that knights were friends of the king, and that they were brave, pure, and true. "How do you suppose the king chose his knights?" was the question put to the children. Now the story of "How Little Cedric Became a Knight" was told with the instructions to notice the things little Cedric had to do in order to become a knight.

The story illustrates the qualities that Cedric had which would make him a knight—bravery, politeness, kindness, a strong body—and the knights praise him each time he does a deserving act. Later, when the knights offer him a position in the castle it is shown that it is not an easy place to fill, and that he will have to work a long time before he can be a knight. After a long time he was honored by being sent with a message to the king. Other qualities of the knight—kindness to old people and to dumb creatures, and obedience—were shown on the journey.

The introduction to knights, showing pictures of knights, and telling the story completed the work of the first day.

The next day the children suggested that the story could be dramatized and could be put on the sand table. A few minutes was spent in discussing the sand table, and then they selected the characters and the places needed for playing. After this the story was retold so that they might see if they had all the characters, and what children would be best suited for the different parts. They were reminded that the children who acted most like knights should be chosen to play. This motivated behavior, because all the boys were anxious to be knights.

The children suggested swords, shields, and a crown for the king and queen to use in their play.

At the next period they chose the characters and places. Then one child told the story to be sure it was fixed in the minds of the children, for they were to be thrown on their own resources in the actual playing. The child who told the story went far beyond the expectation of all the girls who were observing. The story was told well, in good, clear English, and no part of it was omitted.

They played the story exceedingly well, so well that we decided to give it to the fourth grade, who were studying about knights also.

The drawing and the seat work was correlated with the study of knights. Posters with a castle and a knight riding a horse were made. The castle and knights and horses were made for the sand table as seat work. The castle was made of pasteboard marked off to represent stone; the horses and knights were cut out of white paper.

From the study of knights the children not only created an ideal and established a standard of conduct, but they received practice in organizing, story-telling, selecting, and judging. They expressed themselves through the hand with drawing, with the sand table, and with hand work.

Both the children and their teacher were intensely interested from the very beginning, and could hardly wait for the language period to come. Their enthusiasm was shown by the fact that they continued to talk about it and wanted to play it every day for several days.

The story was adapted from *Progressive Roads to Reading*, Supplementary Book IV.

FANNIE LEE SPEIR, '17.

Court Life in the Fourth Grade

The story of Sir Walter Raleigh and his court life was taught in the fourth grade, after the children had taken up stories of pioneers.

The children soon warmed so to the story of Raleigh that they literally begged for details and minor incidents about him. Throughout the whole story, from his birth to his death, interest did not wane.

Most of the time was spent on Raleigh's life at Elizabeth's Court. This brought in an intensive study of the castles of that day, of the splendor and magnificence of the queen's court, her courtiers and ladies, the dress of that period, knighthood, and every other factor which came in connection with court life, and touched the story of Sir Walter Raleigh.

The story brought up questions such as these, asked by the children: "Who is king of England now?" "Is he a wicked king?" "Has he as much power as Elizabeth and James I had?" "Does the head of our Government have as much power as the king of England, and why not?" These questions show that the story caused them to think.

An outline was given back by the class, for the purpose of deciding

which part of it to put on the sand table. Although the parts of the story telling of Raleigh as a soldier and statesman, and of his attempts to colonize America, were enjoyed, the class at once chose the part which we had hoped they would choose, although it had not been suggested. "Let's put Queen Elizabeth's castle, and have Raleigh spreading his cloak for her to walk over," was one of the first suggestions. The class liked this idea, so we planned it out together, deciding on everything needed on the sand table. This gave an excellent review of the castle and the dress of that period.

We made a large castle, using an orange crate for the foundation, and tacking thick gray poster paper over it for the sides and top. The towers were made of the same. There was a high tower at each corner, many windows made of oiled paper battlements cut out around the top of the castle and towers, and the whole blocked off with brown crayola, so it would look like stone. This made an attractive and firm castle.

We used the sides of the table for the wall, and dug out the moat on the inside of this. The drawbridge was in front across the moat, and in the outer court, near the front of the castle, we placed our people. For the queen and her train, we used dolls, brought by the children, and all of them were dressed according to the fashion of that day. In front of the queen was posed Raleigh, placing his red coat over the puddle for her to pass.

Groups of children stayed after school and helped make the things for the sand table. The castle required more time than anything else.

The class afterwards read King Arthur stories and seemed to appreciate and enjoy them more because of their study of castle and court life in connection with the story of Sir Walter Raleigh.

RUTH LEE SPIVEY, '17.

Reviews

Dressmaking. By Jane Fales. New York: Charles Scribner's Sons. 1917, pp. 508.

Miss Fales has given to the teachers of home economics a book most valuable and helpful in every way. While written as a text-book for college classes, it can be adapted easily to the use of students in the high school, and to women in the home.

The book is divided into three sections. The first deals with the development of costume from the standpoint of history and design up to the year 1870. Well chosen illustrations make this section most interesting.

The second section is on textiles with the emphasis on the economic value of the various fabrics and fibers. The general processes of textile manufacture are given so as to serve as a basis for the consideration of cost and wearing qualities of any fabric.

Part three is on the construction of clothing, and treats of the cutting, fitting, and finishing of garments so as to meet the demands of art and fashion. It includes directions for drafting patterns as well as for adapting commercial patterns. Designing and draping are given in detail. The section closes with an unusually well written chapter on embroidery stitches and finishings.

Numerous clear illustrations and a well chosen bibliography add to the value of the book.

M. A.

The wide publicity given to the cause of mobilizing our food resources is bringing forth many excellent articles and appeals. The magazine or newspaper that is not doing its bit to help this cause is unworthy. Among the best of these is the series in the May number of the *Review of Reviews*. Under the general title "Mobilizing our Resources" we find "American Farm Problems," by Carl Vrooman, Assistant Secretary of Agriculture. Mr. Vrooman is well and favorably known in the South. Recently he toured the South "in a whirlwind campaign of missionary work on behalf of the growth of food crops." The article is a sane, brief statement of the situation as it is seen in the Department of Agriculture, and at the close he suggests a program for the Nation which is published elsewhere in this issue.

"Our Armies of Food Supply, How the nation is prepared for the mobilization of its food producing and distributing forces," by Hugh J. Hughes, editor of *Farm, Stock, and Home*, Minneapolis, is an excellent article in which a plan for agricultural mobilization is suggested. A

diagram representing the Department of Agriculture as a circle, in the center, Production on one hand, Distribution on the other.

Production is organized under State Relations Service. A represents the leaders of county agent work under these; B is the 1,000 county agents in the United States; C is the organized farmers, societies, clubs, shipping, and coöperative associations, and then come the individual farms.

Under Distribution, Office of Markets and Rural Organization M represents agents of the Bureau in all larger towns; N mills, packing plants, cold storage and refrigerator car service, wholesalers; O is the retail system of distribution; and P municipal markets where existing agents fail to meet the demand.

He urges coöperation with Washington. "Keep the Farmer on the Farm," remembering that "the farms are munition factories." The efficient system of distribution is important.

If the food producing forces of the nation organize, coöperating with Washington; if we keep the farmer on the farm, remembering that "farms are munition factories"; and if the system of food distribution is efficient, plenty not only for ourselves, but for the Allies is assured, the writer thinks. Both of these articles are educational in the broader sense.

What the schools can do is shown in two articles: "Public School Thrift: a Practical Development," by Teresa M. Lenney, and "School Gardening in the Food Crisis," P. P. Claxton, the United States Commissioner of Education. In the former this definition of thrift is given: "Thrift is only the best way of doing things, and leads to mastering the art of simple living." "True national thrift can best be acquired through the medium of the public school." The suggestions for concrete work are these—the sections of the article under these headings: "Good roads teach thrift," "The practical service of school gardens," "Teaching girls how to buy and prepare food," "Collecting and selling waste paper," "Savings banks in schools," "Health conservation."

Commissioner Claxton urges the school forces to take advantage of the vacant lots and back yards. The conservative estimate given of the value of this to the nation in money is \$750,000,000, and the cost of transportation and storage would be saved.

National Conference on Rural Education and Rural Life. Held at Winthrop Normal and Industrial College, Rock Hill, S. C., April 12 to 15.

The Department of the Interior through its Bureau of Education is waging a nation-wide campaign for better rural schools and for the

improvement of rural life. The first national conference in this work was held at Chicago in September, 1914; the second was held at Nashville, Tenn., in November, 1915. The interest in the work has so developed and its scope so widened that it has been thought best to hold a series of conferences in various sections of the country this year in promoting this movement. A successful conference was held at Lincoln, Neb., February 22 to 25. The second conference for the present year was held at the University of Pennsylvania, Philadelphia, April 8 to 11, inclusive. The third conference was held at the Winthrop Normal and Industrial College, Rock Hill, S. C., April 12 to 15, inclusive. This was a very successful meeting.

The main purpose of these conferences is to improve the rural schools, and through these agencies to improve rural life conditions. That there is need of improvement in these lines, it is all too evident, for, as President T. J. Coates of the State Normal School, Richmond, Ky., declares: "The average farmer and rural teacher think of the rural school as a little house, on a little ground, with a little equipment, where a little teacher, at a little salary, for a little while, teaches little children little things." There is no way to exalt the rural schools except by the exaltation of the teacher; there is no way to exalt the teacher except by professional training and better salary.

School and Home Garden. It seems a pity to cut any of following letter issued by the Bureau of Education, therefore we give it in full.

The Home Garden: Its Economic Value and its Relation to the School in Towns and Cities. The home garden as an adjunct to the school is not a new idea. Its significance as a social, an educational, and an industrial factor, however, is just beginning to be appreciated. In most cities there are hundreds of acres of land in the form of back yards and vacant lots that might profitably be used for the production of vegetables, fruits, and flowers. In these same cities there are thousands of boys and girls who, with proper guidance, would be willing to utilize this nonproductive land. Furthermore, these same cities are importing yearly thousands of dollars worth of vegetables, fruits, and flowers that might be raised within their borders, and much of the money that is sent to distant parts in payment for these products might be kept at home.

Industrial Possibilities: The earnings from these garden activities represents clear gain, for neither the land nor the labor would otherwise be utilized. To put the proposition in a more concrete form, let us consider the possibilities in the city of Washington, a city of 331,069 inhabitants. The Thirteenth Census Report shows that there are somewhat over 50,000 pupils in school between the ages of 6 and 20 years.

Assuming that one-tenth of this number, 5,000 pupils, should carry on garden work, and that they should make an average profit of \$10, the result would be a total profit of \$50,000. This is a very conservative estimate, both from the standpoint of the possible number of pupils who may undertake the work, and from the standpoint of the possible earnings. Many city-school pupils have made from \$100 to \$200 from their gardens. With proper direction a large number of pupils in each school should be able to earn at least \$100.

A Garden Survey: In order that the various municipalities may determine for themselves the local possibilities, the Bureau of Education has prepared a suggestive outline for making surveys. A survey of even one or two school districts of a city may reveal amazing possibilities.

The survey outline calls for information on the following points: Number of children in each home between the ages of 9 and 16 years; number of boys; number of girls; occupation of those children during the previous summer; income from their work; amount of land available; estimate of the value of the products that may be grown; character of soil; amount of garden work being done; who cares for the garden; opportunities for raising fruit, etc. A supply of these forms will be furnished upon request with the understanding that the Bureau should be supplied with a summary of the results.

In so far as facilities permit, the Bureau specialists personally will make a number of surveys in representative areas, and will assist local organizations in instigating the work in any section. They will also suggest plans for garden enterprises based upon either a general or detailed survey.

The Plan: In general the Bureau's recommendation to schools regarding home-garden work is to engage in each graded school one teacher who is prepared by training and experience to take charge of the garden work for the whole school. Such teacher should be engaged for 12 months and with the understanding that she should devote the regular number of hours to teaching usual school subjects, and that the garden work should be done after school hours, on Saturdays and holidays, and during the summer vacation. (Arrangements may be made for a short vacation during the winter.) The gardening teacher would be the logical person to teach such subjects as nature-study, elementary science, agriculture, and hygiene. Such a teacher will demand and should be paid a higher salary than the regular teachers. The work later may require the services of a special gardener to supplement the efforts of the teacher.

The above plan in no way interferes with the regular school program, and the only additional expense necessary will be the difference in salary between a regular teacher, employed for the regular school term,

and a special teacher, employed for a full year. This item of expense, from the monetary standpoint alone, is significant compared with the results.

The Duties of the Supervising Teacher: The teacher should assist the pupils by way of securing suitable land for gardens and should advise them with regard to the size of gardens, keeping in mind the experience and capabilities of the individual pupils. In a great many instances back-yard gardens will be unavailable, and the teacher will need to arrange for the use of vacant lots. The vacant lots should be leased for at least one whole season and a nominal rent paid to legalize the agreement. In other cases it will be necessary to go to the suburbs and lease one or more tracts of land which may be divided among the pupils. (In some places trolley companies have given reduced rates, or free transportation, to city pupils who conduct gardens in the suburbs.) Under such conditions it is well to organize the pupils in a sort of coöperative club, so that they may join in paying the expenses connected with the rent of the land, plowing, fertilizers, seeds, etc., and in the marketing of their products. Some clubs of this kind have borrowed enough money from public-spirited citizens to pay for the initial expenses. This amount may be retained from year to year as a working fund and each gardener charged with his share of the interest on the investment. The garden enterprise, in whatever form, should be conducted on a business basis. The teacher should also instruct the pupils regarding the preparation of the land, planting, cultivating, harvesting, and marketing. A small piece of land at or near the school grounds is very useful for the purpose of demonstrating methods. It should be regarded, however, as a laboratory rather than a business garden. A pamphlet giving practical garden directions is under preparation and will be sent to all teachers interested in garden work.

Opportunities in Canning: The teacher will find that in most sections there is a great opportunity in the canning of fruits and vegetables, and she should be prepared to instruct the pupils, especially the girls, in the cold-pack method of canning, both in tin and glass jars. This is not a difficult operation and any 10-year-old pupil may become proficient in the work after one or two demonstrations. A pamphlet for the use of teachers and dealing with the subject of canning is under preparation.

The Garden Age: The first and second grade children are as a rule too young to conduct home gardens on a business basis. They may be encouraged, however, to grow some flowers at home, or they may be given an opportunity to have a small plot of either flowers or vegetables at school. The school gardens, as commonly conducted, would

best be reserved for the smaller pupils, and should in no way take the place of home or vacant-lot gardens for the higher grades.

Most pupils after reaching the age of 8 or 9 years are capable of carrying on a home-garden project, but there is great danger in their attempting too much. The pupils of the junior and senior high schools should be able to conduct garden enterprises on an extensive and profitable basis. Many boys and girls under favorable conditions should be able to earn enough in this way to give them an opportunity of a high school training which otherwise would be impossible. This home-garden movement should go a long way toward solving the problem of elimination in our schools.

Rewards for Achievement: In general the usual pecuniary returns from good gardening should be sufficient incentive to bring out the pupil's best endeavors, but the competitive spirit is so strong in boys and girls that some form of contest is necessary to produce the highest achievements. Such contests satisfy the child's competitive spirit in much the same way as the common school games. The practice of offering money premiums, or expensive prizes, should be discouraged, for the reward in such cases is likely to dominate the achievement. The custom in many schools of offering certain symbols of achievement, such as badges and buttons, is recommended. The plan should make it possible for a number of pupils to win achievement badges, either of uniform or varying grades.

Conclusions: Home gardens under school supervision are worth while for many reasons, of which the following may be enumerated:

1. They contribute to the income of the home and enable boys and girls to remain longer in school.
2. They utilize for productive purposes unused land and labor, and thus contribute to the wealth of the community, the State, and the Nation.
3. They provide experience for boys and girls in an occupation that may be the means of a livelihood.
4. They provide an exercise that vitalizes school work.
5. They provide an opportunity for a business experience.
6. They stimulate industry by providing school pupils with wholesome employment, and incidentally save them from the evils attending idleness.
7. They make it possible for the parents and neighbors to obtain fresh vegetables and fruit, an advantage not usually appreciated.
8. They necessitate the clearing up of back yards and vacant lots, thus contributing to the hygienic and aesthetic conditions and enhancing land values.

Alumnae

Louie Delle Pittman, '13, has finished another successful year in the Selma Graded School. Louie Delle writes: "I am working in a new \$45,000 building that is situated on a ten-acre lot. It is needless to say that is the biggest feature of our plant. We have been trying out the Departmental System this year. I am very enthusiastic about it, as are the other teachers. We have found that it works just fine. I am afraid that I will have a hard time finding another superintendent like Mr. Frederick Archer, and such a nice building and community. We think that our school promises to be one of the leading schools in the State in a short while."

Mary Chauncey, '14, has finished a most successful year in the Warrenton graded school. The report comes, "Everybody likes her and she is doing her work well."

Jessie Daniel, '16, was principal of a two-teacher school at Currie this winter. She taught a model fifth grade arithmetic lesson and a seventh grade geography lesson before a group teachers' meeting which was held at her school this winter. Jessie reports a most successful year.

Maude Anderson, '15, has finished her second year as fourth and fifth grade teacher in the Falling Creek High School. Maude's grades gave a Fairy Operetta for commencement. She has succeeded in convincing her superintendent that the Training School is one of the best places from which to get good teachers. Maude expects to attend Summer School at Chapel Hill this summer.

Dinabel Floyd, '16, has had a most successful year as primary teacher in the Orrun High School in Robeson County.

Helen Daniel, '14, has closed her third year's work at Epsom High School. President Wright delivered the commencement address at her school, and Helen says, "My entire school fell in love with him." Helen attended Summer School at Chapel Hill last summer and has planned a trip to Texas for this summer.

Emma Brown, '15, who taught primary work in the Richland Graded School says that they greatly improved the school ground equipment and raised funds for a library and for song books for the school. Emma says that she cannot stay away from the Training School any longer, so is going to attend the summer session.

Ila Daniel Currin, '14, finished her third year's work at the school she has been teaching ever since she finished school, and then joined the Matrimonial Bureau. Ila says that she knows she married the best man in the world. She is now living near Oxford.

Sallie Jackson, '15, has finished her second year with the older pupils. She has been principal of a two-teacher school in Greene County. She reports a most successful year.

Annie Bishop, '16, writes: "I taught primary work at Piney Grove, Beaufort County, this winter. This is a two-teacher school in a special tax district. Part of the building is new and the cornerstone was laid April 5, 1917. This is the first thing of its kind in Beaufort County. The school paid for the stone. The money was raised through box parties. At Christmas we had an entertainment and a community Christmas tree. Every one in the community took part. We had a simple program for Washington's birthday, and a big entertainment for the close of school."

Emma Cobb, '14, Clara Davis Wright, '15, Lila Prichard, '13, Connie Bishop, '15, Sallie Jackson, '15, Allen Gardner, '16, Trilby Smith, '16, Bettie Spencer, '15, and Carrie Manning, '14, attended the senior play, April 23.

Katie Sawyer, '15, after finishing her year's work had a most delightful trip to Washington, D. C., where she visited all the places of interest. Kate will attend Summer School at Cullowhee this summer. Leona Cox, '15, is to attend also.

Mary Lucy Dupree and Bettie Pearl Fleming, of the Class of '13, who have been teaching in Duke have returned home and report a successful year. Bettie Pearl expects to return next year. The engagement of Mary Lucy (the marriage to take place in June) has been announced.

Janet Matthews, '16, paid the school a visit on her way home from Wendell, where she has been teaching during the past year. She is planning to return next year and will teach eight months instead of six, as she did this year. She and Bessie Doub, '14, who has been teaching there for some time, will both attend the Summer School at A. and E. College.

Edna Campbell, '16, who has been attending the George Peabody College for Teachers, will teach Primary Methods in the University of Mississippi Summer School, at Oxford, Miss.

Mr. Wilson reports that Viola Gaskins, '16, has been a popular teacher in the school at Falkland. He closed the school there.

Good reports have come to the school of Susie Morgan, '16, in Farmville.

Allen Gardner, '16, spent a day at the school this spring hunting for an assistant from the graduating class. She considers herself very fortunate that she has persuaded Ophelia O'Brian to teach with her in Lenoir County.

Nelle White, '16, spent some time visiting in Greenville after her school, in Martin County, closed. She was here for the Senior play.

Blanche Lancaster, '14, is teaching the fifth grade in the graded schools of Kinston. She was among a number who coached an operetta there this spring.

Fannie Lee Patrick, '16, has had a good year at House, so Mr. Austin, who spoke at the close of her school, reports.

Carrie Manning reports a very successful year at the Enon School in Granville County. The Community Club, about which she wrote an article for the *QUARTERLY*, is very enthusiastic. The club and the school made about \$125 during the term in different ways, such as money made on premiums at a fair, selling farm produce, and giving plays. The two plays presented during the year were "The Night Riders," and "The Cuban Spy," both of which Carrie says are very good for club purposes. They are raising money to pay for a piano.

The following is from one of the daily papers:

Averette-Stanfield.—Durham, March 27.—A marriage that will be of great interest to their many friends in this State was solemnized yesterday at 5:30 at the Malbourne Hotel. The contracting parties were Miss Anna Laura Stanfield and Mr. S. J. Averette. Miss Stanfield is the beautiful and accomplished daughter of Mr. and Mrs. B. F. Stanfield, of Leasburg.

Mrs. Averette is a graduate of the East Carolina Teacher Training School and for the last three years has been one of the teachers of a very successful school at Enon, near Oxford. Miss Carrie Manning, of Pitt County, with whom the bride has been teaching, accompanied her, and Mr. Otho Daniel, of Oxford, came with the groom to Durham.

Rev. B. E. Stanfield of Fairmont, a brother of the bride, spoke the solemn words that made them one.

Mr. Averette is a very successful farmer and business man and has a large circle of friends. The bridal party left immediately on Southern train for Raleigh and the bride and groom continued on for a bridal tour of a few days.

GREENVILLE, N. C., April 28, 1917.

DEAR ALUMNAE.—During the past year I have been principal of a two-teacher school in Wake County. When I tell you there were ninety-five pupils enrolled, thirty-two of whom were in my room, you can judge for yourself that I was a busy teacher.

In addition to other duties, I took upon myself the responsibility of a moonlight school. For six weeks, Nina Harris, the primary teacher, and I taught this school from 6:30 until 9 o'clock on Tuesday and Thursday evenings of each week. We enrolled twenty-one pupils, seven of whom were illiterates. Reading, writing, arithmetic and spelling were taught to all. We used the State Bulletin for moonlight school and supplemented this with practical farm-life work. This work was very beneficial and thoroughly appreciated by the community. I shall always rejoice in what we accomplished.

Another thing that was helpful in gaining coöperation was the use of the Babcock Milk Tester. The school bought the outfit and I tested the milk of most of the cows in the neighborhood. This set the people thinking along a new line.

On Friday, April 20, we had commencement exercises. At 11 o'clock we had the playground program by the children. This is the program:

1. March from school building to the enclosure on the yard.
2. Song—America..... By the School
3. WelcomeFirst Grade Pupils
4. Little Mothers Motion SongBy Small Girls
5. Little Farmers Motion SongBy Small Boys
6. Story—Tar BabyAlma Baker
7. Rose DrillBy Sixteen Girls
8. Song—Old North StateBy the School
9. Announcements.
10. Reading—Reveries in ChurchVirginia Ray
11. March into building.

After this we had about the most inviting thing of all, a picnic dinner.

After dinner there was a rally of the Farmers' Union.

In the afternoon we had an address delivered by Supt. D. F. Giles of Raleigh.

Following this address we had a short talk by our guest, Prof. Quintero, a member of the Board of Education in Yucatan, Mexico.

As a bit of athletic sport there was a match game of baseball played between the boys of our school and a team from Wakelon High School.

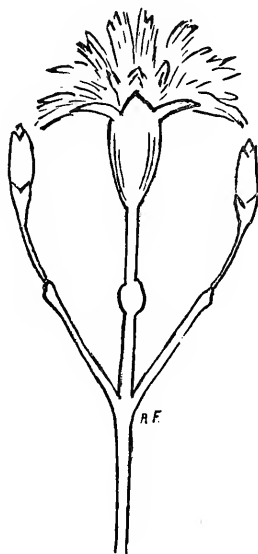
After the program and the game, those present were invited to look over the exhibit of school work of the year as it was displayed in the two rooms.

Thus ended my school term in Union Level school for the year 1916-1917.

Greetings to all. I am,

Sincerely,

GRACE E. SMITH.



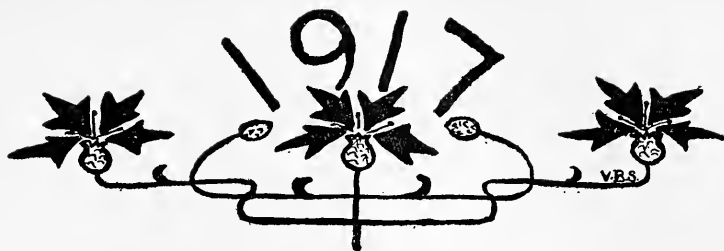
Feed the Nation the President's Appeal

I TAKE the liberty of addressing this word to the farmers of the country and to all who work on the farms. The supreme need of our own nation and of the nations with which we are co-operating is an abundance of supplies, and especially of foodstuffs. The importance of an adequate food supply, especially for the present year, is superlative. Without abundant food, alike for the armies and the peoples now at war, the whole great enterprise upon which we have embarked will break down and fail. The world's food reserves are low. Not only during the present emergency but for some time after peace shall have come both our own people and a large proportion of the people of Europe must rely upon the harvests in America. Upon the farmers of this country, therefore, in large measure, rests the fate of the war and the fate of the nations.

May the nation not count upon them to omit no step that will increase the production of their land or that will bring about the most effectual co-operation in the sale and distribution of their products? The time is short. It is of the most imperative importance that everything possible be done and done immediately to make sure of large harvests. I call upon young and old alike, and upon the able-bodied boys of the land, to accept and act upon this duty,---to turn in hosts to the farms and make certain that no pains and no labor is lacking in this great matter.

I particularly appeal to the farmers of the South to plant abundant foodstuffs as well as cotton. They can show their patriotism in no better or more convincing way than by resisting the great temptation of the present price of cotton and helping, helping upon a great scale, to feed the nation and the peoples everywhere who are fighting for their liberties and for our own. The variety of their crops will be the visible measure of their comprehension of their national duty.

WOODROW WILSON.



The Class of 1917

DEAR READER:—If you are not interested in the school life of girls and all that pertains thereto, be charitable and skip the next twenty-five pages. They are filled with ideas of little sense and much nonsense—thoughts that are indifferent and different, chiefly different. Such insertions as the one you will find here do not occur but once a year, and even then the editor and the business manager are most careful to limit the amount of space given to them. We know that it is not polite to talk about ourselves to other people or to talk about other people to ourselves; however, we have deliberately broken both these rules of etiquette. But, gentle reader, you should not forget, before you pass too severe judgment on us, that we have been in strict bondage, some two, some three, and some four years; remember that this is our first, last, and only opportunity of giving partial expression to our long pent-up feelings.

It has been impossible, on account of space, to depict everything of interest that has happened during our career here, but we have made an effort to give proper emphasis to the different branches of our school life in a limited number of pages. These have been treated both humorously and seriously, and where criticism has crept in, either favorable or unfavorable, we trust it will be taken in the right spirit. You have found throughout the year the serious side of our school life depicted under the heading "Suggestions."

Those who have written these articles have perhaps one selfish motive in view: mainly to produce for the Class of '17 a summary of the activities and aspirations of this class during the past four years. We can look over it in after years and recall incidents and happenings which would otherwise never return to our minds, but we believe we also had an unselfish motive—to produce something of interest and enjoyment for people other than the Class of 1917.

THE PRESIDENT.

Our Motto

Esse Quam Videri has been our one and only motto. But why did we choose these words as our motto? Because we have seen that our "Grand Old State" has lived up to the same motto. We cannot do better than emulate her great accomplishments. If the words "*Esse Quam Videri*" are a suitable recognition of the honest, sturdy, unpretending character of our people, why can't we, North Carolina's daughters, as the Class of '17, build our lives on this same motto that passed the General Assembly of 1893?

Its meaning in English will reveal to all what a strong foundation we have had, for the following are the words that have led us in all our joys and sorrows, "To be rather than to seem." And if any of us in future life should fail in some undertakings, may we look back to our Class of '17 and think of the motto and take heart.

And may we always be able to translate "*Esse Quam Videri*" in actions, deeds, and words, and live up to "our motto," which is that of the State and of the Class of '17, as "To be rather than to seem."

The following are answered by the names of some members of the Class of 1917:

1. What was the most common fighting weapon used by the ancients? Speir.

2. What do we sometimes use instead of a check or money? Bond.

3. Who is the best cook in the world? Baker.

4. What is another name for a truck farmer? Gardner.

5. What do people sometimes ask of their superiors? Mercer '(Mercy).

6. What did I do when you came in? Sawyer.

7. What is one of the very common pieces of furniture used in most houses? Credle.

8. What is one of the essentials a seamstress must have? Tucker.

9. How do you like rolls cooked? Brown.

10. What is the name of one big minstrel in the U. S.? O'Brian.

11. What would you do if Patrick hit you? Kilpatrick.

12. What would you do if a very good friend sent for you? Joyner.

13. Who will make the best preacher? Bishop.

14. Who was the greatest American General on the north side during the war? Grant.

15. What signifies age? Whitehead.

16. What did Isaac offer to God as a sacrifice? Bulluck.

17. How would you treat a girl friend in trouble? Suther.

18. What must a blacksmith always have? Sledge.

19. Who discovered the North Pole? Perry.

Aspirations of the Class of 1917

In these pages, we the Paul Pry's of the class, hope to give the reader some insight into the hearts and minds of our '17 girls. They have ideals and standards which they have aspired to all along. Toward these they still strive, and for these they will continue to sacrifice pleasure.

On reading this you may remark that they have set the goal too far off. You will probably think that these worthy ambitions can never be realized, but remember, "a man's reach should exceed his grasp or what's a Heaven for?"

1. The one great desire of Eunice Hoover's heart, whatever else she may do, is to continue to wear baby dresses, baby shoes, curls and ribbons and to remain always, the "Infant" of the class.

2. It is the avowed determination of Little Mae Whitehead, Myrtle Brendle, and Sallie Franck to attend one faculty meeting at E. C. T. T. S. so they may participate in presenting and solving the problems of the school. We fear these girls will replace the present teachers of the pedagogy department.

3. Viola Kilpatrick—"Are Marguerite Clark and Mary Pickford dead yet?" "Why?" "Because I have got to take their places."

4. The only stimuli strong enough to make Fannie Lee Speir draw her breath, is that of discovering the minimum amount of human effort necessary to delude everybody in life's school into thinking her as energetic as she has succeeded in making the folks of E. C. T. T. S. believe her to be.

5. The Chinaman had better look to his rats, the South American to his snakes, and the African to his flies, the supply of such materials in this country will soon be exhausted at the rate certain girls of class '17 are determined to pursue their search for anti-toxins for the following diseases: Diminutiveness—Agnes Absher, Virginia Suther, Jennie Taylor, Effie Baugham, and Loretta Joyner; dignity, Ola Carawan; corpulency, Lou Ellen Dupree; altitude, Elizabeth Mercer.

6. When Esther McNeil graduates from this school, she hopes to be able to take the place of some great designer of costumes, that she may hereafter and forever, persuade her sex to wear loose, straight-lined dresses.

7. Diogenes and his lantern were nothing in comparison to Blanche Satterthwaite in her search for a school where she may graduate in two or less years.

8. Perhaps Eula Pappendick and Jessie Bishop will sometimes find cosmetics which will aid them in making themselves more beautiful, without interfering with their making 100 on all their studies as they so much desire.

9. To be able to give toasts at any time, on any occasion, on any sub-

ject, to any gathering, without calling on the Lord in the presence of company to stimulate her memory, has long been the end to which Mary Sawyer is still working.

10. "My ambition? That of every girl, to get married, and I am ahead in the 1917 race"—Hannah Cuthrell.

11. So far as Bessie Cason, Amelia Clark, Musa Harris, Ada Credle and Vermelle Worthington are concerned, their specific and everlasting aim of each is to teach, in time, certainly, in eternity, too, if the Angels want to learn some new methods.

12. Will someone please inform Lucile Bulluck that there is nothing original under the sun, save original sin, so she may turn her searchlight in some other direction?

13. To be so versatile in her accomplishments that she can take part in anything that anybody on the face of the earth might do, is the purpose of Elizabeth Baker; also, to persuade the North Carolina Legislature to make an appropriation of \$5,000, to buy silver spoons for souvenirs, to be given to E. C. T. T. S. girls.

14. Helen Gardner will be supremely happy in whatever course in life she pursues, provided she is allowed to go to bed at 7.30 every night and rise only after the sun is high in the sky, for her sole happiness depends on the amount of sleep she gets.

15. If she does the thing she now considers most important, Mary Wooten will connect herself with some furniture company, in order that she may help supply all future school girls with rocking chairs, in which they may eat, sleep, dress, and study.

16. To establish a post graduate course at the Training School, so that it will not be necessary to separate the Siamese Twins until 1919, at least, is the immediate purpose of Leona Tucker.

17. Martha O'Neal and Ruth Lowder?—Why, no ambition—ambitions are sinful!

18. "Elliott's Candy Palace" will be seen on the shingle outside of Julia Elliott's factory, in which she herself will be the sole employer and employee, if her present tendencies find expression in motor-activity. As a "trust buster" she will prove this principle of psychology—that a habit can never be broken.

19. Perhaps the aspirations of Flora Hutchins and Agnes Thompson run too high for our interpretation, but along whatever trend, we know that their desire to do as they please, to change their minds under new conditions, and to dismiss all outside suggestions which tend to undo some erroneous idea from their brain, will accompany their work. In this way they hope to put down the principle of "enrichment of concepts."

20. To be a famous critic teacher in the observation school at Teacher's College in order that she may voice all her contrary suggestions, discouragement to others, and severe criticism of those under her super-



1. Christine Johnston
2. Elizabeth Mercer
3. Lillie Mae Whitehead
4. Viola Kilpatrick
5. Helen Gardner
6. Flora Hutchins
7. Ola Carawan
8. Jennie Taylor

9. Vivian Case
10. Hannah Cuthrell
11. Ruth Lowder
12. Mary Wooten
13. Wita A. Bond
14. Myrtle Brendle
15. Alavia K. Cox
16. Agnes Thompson

17. Vermelle Worthington



vision has long been, according to all appearances, the direction in which Virginia Sledge's interests have turned.

21. Just dreaming—Ethel Perry, "when dreams come true," will have reached the highest mark of her specific aim in life.

22. Sometimes in the coming years, to find some institution in which they may, for the entertainment of others or for their own enjoyment, sing songs without tunes, composed by themselves, is what Fannie Grant and Wita Bond devoutly hope for.

23. If after continued efforts some organization of either children or adults is found which will follow all the suggestions, directions, and dictations given by Jennie McGlohon she will be satisfied, at least for the time being.

24. Christine Johnston and Myrtle Lamb evidently would very much like to enter some establishment where their intense desire for the latest dresses, hats, shoes, and gloves will be realized, and, as a consequence, they shall reign supreme so far as wearing apparel is concerned.

25. We think Hallie Jones should abolish the idea of teaching and get a license to preach instead, so she may more emphatically show the moral side of every question.

26. Since all the girls of the Training School will testify to the fact that there is no rest or quiet when Alavia Cox is around on account of the unusual amount of noise and confusion which radiates from her personage, we are sure that in the future no position will offer a better opportunity for her to express herself than that of an auctioneer in a tobacco warehouse.

27. If anyone wishes to undertake a task which no one else has ever been able to accomplish, let him attempt to help Sue Walston carry out her one purpose in life, i. e., to manufacture or discover a pair of shoes large enough for her to wear comfortably.

28. In order to prove her assertions on class concerning Civil Government and Current History and to show that she is not as ignorant on these subjects as would seem from the first impression, Mary Cowell would very much like to engage someone to instruct her along this line.

29. The only one in the 1917 class who even thinks of ever taking the Lady Principal's place in some college, so she can be allowed to mete out all kinds of measures to those beneath her, just to experience that feeling of superiority, is Vivian Case.

30. To make Lizzie Stewart happy, allow her to continue studying at the various schools in the world until she has succeeded in making A 1 on English.

From the above you see that our class is not going out in life without specific aims. We hope they will realize in the end what are now mere aspirations.

We the committee have partly voiced our ambitions, the same as those of Paul Pry, i. e., to analyze and synthesize the characters and motives of all people with whom we come in contact.

COMMITTEE.

The Senior Play

"The Rivals"

CAST OF CHARACTERS

IN ORDER OF APPEARANCE

Fag, Servant to Captain Absolute.....	<i>Myrtle Brendle</i>
Thomas, Coachman to Sir Anthony.....	<i>Blanche Satterthwaite</i>
Lydia Languish, Mrs. Malaprop's niece.....	<i>Ruth Spivey</i>
Lucy, Maid to Lydia.....	<i>Sue Walston</i>
Julia Melville, Cousin to Lydia.....	<i>Viola Kilpatrick</i>
Mrs. Malaprop, Guardian to Lydia.....	<i>Lizzie Stewart</i>
Sir Anthony Absolute, Guardian to Julia.....	<i>Flora Hutchins</i>
Captain Absolute, Son to Sir Anthony.....	<i>Christine Johnston</i>
Faulkland, Fiance to Julia Melville.....	<i>Fannie Lee Speir</i>
Bob Acres, Country Gentleman, Suitor to Lydia.....	<i>Ophelia O'Brian</i>
Boy	<i>May Sawyer</i>
Sir Lucius O'Trigger, Irish Baronet, Suitor to Lydia.....	<i>Helen Gardner</i>
David, Servant to Bob Acres.....	<i>Bessie Cason</i>
Maid	<i>Agnes Absher</i>

The *Greenville Reflector* in commenting on the play said:

"'The Rivals,' presented on April 23 by the Senior class of the Training School to a full house, was one of the most brilliant dramatic events ever offered at the Training School. That the high standard set by previous plays at the school was maintained, is the verdict of those who have kept up with the Senior plays from year to year."

In the headlines appeared: "The best in the history of the local institution."

The following is the full report from the *Reflector*:

The cast was well chosen and the actors entered into their parts with the spirit and ease that characterize the professional actor. The young ladies of the class became the lords and ladies of the romantic, sentimental period of the eighteenth century, a day when panniers and curls were used to enhance the charms of young ladies, when "Thought was not becoming to a young woman," when men were richly dressed in brocades and satins, and when there was much talk of "honor" and duelling. It was an aristocratic, emotional age, when extravagance of dress, manner, and feeling were in order. The costumes were rich and picturesque, and the interiors in the stage settings were attractive and in keeping with the age.

The audience followed closely the intricacies of the plot and appreciated the finer points, especially the flashes of fun and wit. The audience did not seem to realize the length of the play, as their interest was kept to a high pitch until the last. There was a large crowd from the neighboring towns and surrounding communities.

While Sheridan did not write for an all-star cast, this performance was an all-star performance if one judges by the acting, for those in the minor parts played their rôles as well as those in the star parts.

Mrs. Malaprop, with "her select words so ingeniously misapplied without being mispronounced," was played by Miss Lizzie Stewart, with a breeziness that carried her audience with her, and few of the choice bits of word twisting that have made Sheridan famous were lost on the audience.

Miss Ruth Spivey, as the romantic, sentimental Lydia Languish, who according to her aunt, Mrs. Malaprop, was as headstrong as an "allegory on the banks of the Nile," was very pretty indeed, and the audience did not blame the men in the play for being rivals for her hand.

The part of Captain Jack Absolute, often under the assumed name of Ensign Beverly, was played by Miss Christine Johnston with a dash and ease that is rarely found in an amateur actor, much less when a young lady attempts to play the rôle of a man. Her acting was remarkable in that she did not even seem to lose the part she was playing, even when she was for a moment in the background.

The rages of Miss Flora Hutchins as Sir Anthony Absolute as he domineered over his son, and the changes from hot to cold gave the audience a vivid picture of that violent age when a man spoke as he thought and felt.

Miss Ophelia O'Brian played remarkably well the difficult part of Bob Acres, the gallant, rough and ready country gentleman, who had little use for swords and duelling.

Another difficult part well played was that of Sir Lucius O'Trigger, the Irish baronet, played by Miss Helen Gardner.

Miss Viola Kilpatrick, as Julia, the cousin of Lydia, played her part very well indeed. She and Lydia in their confidential scenes made very pleasing pictures.

Miss Fannie Lee Spier, as Faulkland, made an excellent contrast to Miss Johnston as Capt. Absolute, and she and Miss Kilpatrick made the minor love story stand out for itself.

Those who took the parts of servants played their parts with as great polish and spirit as did those who took the leading rôles. Miss Bessie Cason, as David, did some of the best acting of the evening.

The setting for the play was the charming and attractive sitting room of the eighteenth century. Wood scenery, supplemented by trees and vines, was used for the outdoor scenes. The costumes for all of the characters were rented from a professional costumer. They were very handsome and made the characters stand out as the true lords and ladies of that period.

By means of various methods of advertising the play was kept continually before the eyes of the public. Some posters which were characteristic of the play were used but the class broke away from the precedent of conventional posters and used comic ones which seemed to attract more attention than the other kind. Handbills and posters were sent to all nearby towns and distributed about Greenville. Many personal letters were written to the Alumnae, and the girls who lived near Greenville wrote to their friends telling them about the play. In this way the whole community became interested in the play and as a result there was a full house.

The class cleared more on this play than any previous class has made; this was due in part to the class adviser, Mr. Meadows, who deserves

great credit for his management of the play. Miss Muffy, who has coached so many of the plays never deserved greater praise for her work; she was ably assisted by Miss Maupin.

Between acts Miss Lida Hill played to entertain the audience. A chorus from the class sang, "Drink To Me Only With Thine Eyes," and Virginia Suther sang, "When the Dew is on the Clover." Those who sang in the chorus were: Lou Ellen Dupree, Elizabeth Baker, Hannah Cuthrell, Alavia Cox, Amelia Clark, Hallie Jones, Ruth Lowder, Myrtle Lamb, Ada Credle, Elizabeth Mercer, Martha O'Neil, Ethel Perry, Eula Pappendick, Mary Wooten, and Mary Cowell.

The marshals for downstairs were: Jessie Bishop, chief; Effie Baugham, Virginia Sledge, Leona Tucker, Nannie Mac. Brown, Wita Bond and Julia Elliott; for upstairs: Eunice Hoover, Vermelle Worthington, Musa Harris, and Vivian Case.

Jennie McGlohon was chairman of the advertising committee, and Esther McNeil sold tickets.

Those who took up tickets downstairs were: Lillie Mae Whitehead, Ola Caravan, Jennie Taylor, and Loretta Joyner; upstairs, Fannie Grant and Agnes Thompson.

Lucile Bulluck, president of the class, and Sallie Franck were stage managers.

If We Were Different

1. I strongly disapprove of casing. It is the greatest menace to the 20th century girl that I know of. L. TUCKER.

2. I'm so thankful I didn't get any mail—especially from Tarboro. N. M. BROWN.

3. Girls, I'm so distressed. I weigh five pounds less than I did this time last week. L. DUPREE.

4. I'm so tired of men! Their proposals are getting so stale and boring. M. HARRIS.

5. Sure thing I'm not going to study a lesson tonight. I'm going to write to my sweetheart. E. HOOVER.

6. I like to study and recite history better than any other lesson. I just wouldn't stay here if I had to drop it. M. WOOTEN.

7. I do think it is perfectly awful to waste two whole weeks for Christmas holidays. I do wish they would abolish that custom.

F. HUTCHINS.



1. Ada Credle
2. Bessie Cason
3. Fannie Grant
4. Esther McNeill
5. Martha O'Neal
6. Lou Ellen Dupree
7. Blanche Satterthwaite
8. May Sawyer

9. Eunice Hoover
10. Musa Harris
11. Julia Elliott
12. Amelia Clark
13. Ethel Perry
14. Ruth Spivey
15. Elizabeth Baker
16. Mary Cowell

17. Sallie Franck

Entertainments

Christmas Party to the "B" and "F's"

After the regular business meetings of the classes, on Saturday evening, December 16, 1916, the Senior Class entertained their sister classes, the "B's" and "F's."

The Christmas colors were used as decorations. The guests began arriving about 8:30 o'clock. They were met at the top of the stairs, on the right, by Misses Leona Tucker and Virginia Sledge, and on the left, by Misses Lucile Bulluck, president of the class, and Christine Johnston. Each guest was given a miniature "Santa Claus." They were then shown into the Y. W. C. A. Hall where a few minutes were spent in getting thoroughly acquainted. It was the business of each Senior to go among the crowd and see that everybody knew everybody else and was having a good time.

A bell was then tapped by Miss Julia Elliott, who invited the guests into the recreation hall and asked them to be seated. In one end of the room there were desks and chairs; the audience guessed that a school was to follow. They were not held in suspense long, for a little girl, evidently the teacher's pet, came in and put some flowers on her desk. The other pupils came in with buckets, baskets, and books. Miss Lillie Mae Whitehead, under the assumed name of "Miss Elzala Doolittle," carried out the part of a "country school teacher" to perfection. Mr. Wilson and Mr. Austin were carried back to their early school days, when the teacher sharply cracked the youngsters over their heads and announced that the next four pages would be their lesson for the following day and they must be sure to know every word of it. The audience observed Miss Doolittle teach a lesson in hygiene and sanitation, a spelling match, and a reading lesson. She announced that the county superintendent was coming to visit their school and they would give the program which was practiced the Friday afternoon before. Miss Ola Carawan, as "Mr. Do-all," took the part of the superintendent. After the program, which consisted of poems and songs given by the children, he made a short talk to the children in which he commended Miss Elzala for her excellent work in the school and community. The children were dismissed a half hour earlier because they had been "so good," as Miss Elzala said.

The guests were then invited into the hall where the following stunts were given: Picking up peas with a toothpick, eating marshmallows on a string, wrestling on one foot, potato race, the broad grin, and eating crackers. Each stunt counted so many points for the two classes participating. The B class had the greater number of points. A music

box was presented to Miss Rena Harrison, president of the class. Miss Eleanor Uzzell, president of the F class, was presented the booby, a red ball.

A delightful salad course was served by the "school children." Mr. Meadows then read a beautiful Christmas story, and everybody went home declaring that they had the best time they ever had and that Christmas was really here again.

"D's" and "F's" Entertained by "B's"

The "B" or second year Academic class, entertained its sister classes, the Seniors and "F's," on Saturday evening, February 17, with a very delightful valentine party.

The halls on the third floor of the administration building were attractively decorated with red, green, and blue, the Valentine colors, potted plants and pennants representing the three classes. The guests were met at the top of the stairs, on the right by Miss Rena Harrison, president of the class, and Misses Eva Outlaw and Lois Hester; on the left by Misses Jewel High, Zelota Cobb, and Vera Bennett; they were given either a cupid or a heart with the date on it. They were shown to the punch bowl, where they were served by Misses Catherine and Maude Lister.

After lingering in the hall for a few minutes to be sure that everybody knew everybody else, the guests were next ushered into the recreation hall, where members from each class took part in an "Arrow Contest." Mr. Meadows, the Senior class adviser, was declared the most skilled at this art of shooting at hearts and received as a prize a very attractive little dog, which he hopes will help him in his hunting expeditions next fall. This was followed by a recitation, "Cave's Courtship," by Miss Maude Lister.

Miss Rena Harrison, president of the class, proposed a toast to the Seniors and "F's" which expressed the delight of the "B's" in having their sisters as their guests for the evening.

The guests drew numbers from a box which aided them in securing partners for a "Heart Contest." They were given papers and pencils and told to write a "yell" making an acrostic of the word "Heart." Misses Ethel Perry and Thelma Bryant wrote the best yell and were given a very attractive picture as a prize. This was followed by a dance, the Virginia Reel, given by Misses Ethel Stancell, Jessie Lano, Vera Bennet, Lyda Tyson, Ina McGlohon, Lois Hester, Vivian Hudnell, and Annie Gray Stokes.

While a delightful salad course was being served by members of the class, Miss Ethel Stancell sung "The Little Gray Home in the West." The evening passed quickly with much fun and merriment for all and just as the guests were saying good-night Miss Ola Caravan gave a

toast to the "B's" and "F's." Miss Towney Patterson responded to this by giving a toast to the "D's" and "B's." All went home declaring they had never had a better time.

Senior Team Entertained by "B" Team

The "B" basketball team entertained the Senior team and its class adviser on the evening after the last game of the tournament, from 6:45 to 7:30, on the second floor of the administration building. The hall was decorated with the pennants and banners of the two classes. The guests were welcomed at the door by a yell of "Rahs." The first entertainment of the evening consisted of a "county contest," the prize being awarded to Ruth Spivey, captain of the Senior team and Lizzie Stewart. After this, original riddles were asked, while cake and punch were being served. All the guests, with pardners from the "B's," then went into the domestic science room and toasted marshmallows over the gas. Several toasts were given. The crowd then reassembled in the outer hall, brought all of their chairs close together, turned out the lights and told ghost stories the remainder of the time. The guests, after having spent a very enjoyable evening, left amid many "Rahs" from their sisters.

The following are answered by the names of some member of the faculty:

1. What part of the sun do we like the most? Ray.
2. What town near us is on N. and S.? Wilson.
3. What class adviser is as green as grass? Meadows.
4. What is the most provoking task we all have to perform? Waite.
5. What does a man need to wear around his neck in cold weather? Muffly (Muffler).
6. What man in history do Southerners hate? Sherman.
7. What man in history do Southerners respect and love? Davis.
8. What elevation of land is nearest like a mountain? Hill.
9. What man did she like best of all? Herman (Her man).
10. What ideal do we always have conflicting with wrong-doing? Wright.
11. What kind of flour is most wholesome? Graham.
12. What do we look for when we are tired? Comfort.
13. In what would you want to be strong in order to be able to join in athletics? Armstrong.

Our Christmas Bazaar

We, as Seniors, were very anxious to raise all the money we could this year, in various ways, to let go for some good purpose. Back in the fall, in thinking over some of the ways of raising this money, a bazaar was suggested. This met with the approval of the entire class, and so we decided to have it just before school closed for the Christmas holidays, in order to give the students, and faculty members an opportunity to buy some of their Christmas presents. This was a great convenience to all, for any one could get her presents ready made, and for the same price or cheaper than she could have purchased them at the store.

Each member of the class took an active part in getting something ready for the bazaar. Some made only one thing, and some made three or four things, just as she had the time and money to spend for such a purpose. There was a quantity of hand work, such as center pieces, pin cushions, small aprons, towels, chamois, tatting medalions, bags of various kinds, and some smaller pieces of clothing. Also many little Christmas toys, such as small dolls, animals of various kinds, and jumping-jacks were sold. A quantity of good candy was also sold with great rapidity.

The room in which we had our bazaar was decorated with the Christmas decorations. A white cloth was hung across one side of the room on which was pinned the handwork; and at the top of this cloth there was a wreath of holly, and small bits were pinned about over it. In two of the corners there were stands, one from which the toys were sold, and the other one the candy. Both of these were also covered with evergreens, and there were other pieces of evergreens about the room which made a very pretty effect with some red mixed about with it.

Owing to the pleasure and success of our bazaar, we feel as though it was a good thing, and it was something in which each member took a part.

Encouraged by the success of the bazaar, different members of the class have made candy from time to time, and sold it to the girls on Saturday afternoons.



1. Myrtle Lamb
2. Virginia Sledge
3. Agnes Absher
4. Loretta Joyner
5. Effie Baugham
6. Fannie Lee Speir
7. Leona Tucker
8. Sue Walston

9. Virginia Suther
10. Jennie McGlohon
11. Lucile Bulluck
12. Lizzie Stewart
13. Eula Pappendick
14. Jessie Bishop
15. Hallie B. Jones
16. Nannie Mack Brown

17. Ophelia O'Brian

The Ten Minutes Before Class

"The ten minutes before classes should be spent in preparation for the next class."

Psychology Room—V. Su. (springing on the high stool). "Begin to make the connection and association between our previous recitation and this during the ten minutes before class."

L. B.—Have you comprehended the deep thought of our lesson? If so you may preside as leader and help to solve the problem which has been left with us."

V. Sl. (skilled in the art of drawing and loath to settle down to problem solving).—"I shall proceed to sketch on the blackboard." (She draws the graduating dresses, the loving cup, pictures of her beloved classmates, A. A. and L. S.). (As the rightful leader takes the chair all slip into their seats quite dignified and absorbed in "the assigned problem in Psychology.")

Primary Methods Room—(The class goes in and is immediately attracted by the play houses, sand tables, and clay models. All go around the room carefully examining them).

N. M. B.—"Through much labor we became acquainted with the 'possibilities' of the Swiss, Dutch, Indian, and Eskimo people. We remember that some of the preparatory work, although showing wonderful 'possibilities,' seems rather 'far-fetched.'"

Science Room.—(Each sniffing as she enters). M. L.—"What kind of chemical odor is this?"

M. B.—"It is SO_2 which the "B" class has been using to bleach blue violets." "Oh, I don't object to it at all. Isn't it delightful?"

School Management Room.—(Before the bell rings). H. C.—"What practical problem of the teacher's life are we going to solve today?"

H. G.—"By what means are we going to solve it?"

V. W.—"Just use Pedagogy and common sense."

N. R.—"Girls, we had better get quiet, he is coming."

Math. Room.—(Teacher present—girls very quiet and dignified enter, each going to her respective place). M. S.: "Can we multiply inches by inches and get square inches?"

R. L.—"No, she explained that a few days ago. Don't you remember it?"

History Room—(The day after Miss Rankin entered Congress).

J. T.—“Did Miss Rankin faint?”

M. C.—“Why do you think the Germans are able to continue their fighting?”

V. C.—“Will all of our brothers and fathers have to go to war?”

(Bell rings).—These are interesting topics to discuss, but the young ladies now give their undivided attention.

Drawing Room—(Girls go in and are attracted by the basketry making). A. C.—“I wish she would teach us to make baskets.”

L. B.—“She will teach us out under the trees some afternoon.”

Cooking Laboratory.—(Girls enter the room and immediately do the assigned housekeeping duty). W. B.—“How many inches do we place the spoons and forks from the edge of the table?”

L. B.—“Do you go the left or the right of a person when you are serving them?”

(Bell rings): “We will have to do some rapid work during the first part of the lesson today.”

Music Room.—(Girls enter singing and skipping). W. B.—“What are we going to sing today?”

F. G.—“Do you think she will have us sing our solos today?”

“Girls, get your songs ready. She is going to have each of us sing a solo today.”

(Every one begins practicing before the period begins with quaky and trembly voices).

English Room on the first floor.—(The D1 section enters the room just after chapel and immediately assemble around the teacher's stool and begin to ask questions).—O. O.: “Should we clap when we have a sermon or a religious song in chapel?”

J. T.—“Did you say you would help me with my article?”

L. P. T.—“Or application?”

F. L. S.—“Would it be all right to teach Hamlet in the grades?”

O. O.—“What do you mean by those ‘curious long tailed arrows’ here between the lines in my theme?”

English Room on the second floor.—(D2 section teacher—rather busy at desk.) (Students enter the room carrying on a general conversation.) M. L.: “Do you think he will take up the written reproduction today?”

V. C.—“I wouldn't be surprised if he doesn't.”

A. C.: “We will ‘pause’ a few minutes now to copy the outline from the board before discussing it.” (Bell rings.)

A Midnight Feast

SCENARIO.

SCENE 1.—“BUYING THE EATABLES.”

In the afternoon a group of girls go down to buy the eatables. In a grocery store they try to decide what they want while an amused clerk offers suggestions. Whereupon they buy pickles, cakes, bread, cans, etc., and come out laden with bundles.

SCENE 2.—“THERE'S MANY A SLIP.”

Upon reaching the campus they hide their bundles under wraps and in sleeves, so that when they pass the lady principal in a corridor of the dormitory she looks at their innocent faces and little thinks the mischief they are up to.

SCENE 3.—“ALL IS SAFE AT LAST.”

The girls rush to their rooms and store the things away in bureau drawers, closets, hat boxes, and even under the bed.

SCENE 4.—“NIGHTFALL.”

When the lights go out the lady principal goes up and down the corridors to see that all is quiet. After she passes each door the girls bob their head out and wave at each other until she starts back again. Then they go to bed as usual and lie awake in their beds until twelve o'clock.

“Come on, its twelve o'clock.”

The clock strikes twelve and the six girls steal out in the corridor where they all meet. Then they go off into the room where the food has been hid, and begin preparations for the feast.

SCENE 5.—“THE FEAST.”

Candles are lighted. The table is cleared of books and a towel is spread upon it, while the food is brought forth. Sandwiches are made and as there is some dressing left over they can not find anything to put it in. Some pick up soap dishes, hair receivers and the like, while one goes out after her pin tray.

“My Ivory Pin Tray will hold the dressing.”

Hastily returning with it in her hands she stealthily opens the door

“Hush! Here comes the night watchman.”

All the girls scramble to the window to see the night watchman passing by their window; just as he gets right under the window one of the girls lets slip a giggle. He hears it and looks up, but sees nothing, and

after pausing a few minutes, he goes on his way, much to the relief of the girls, who continue with their preparations. Soon the table is spread, the candles are placed on it, and they draw up boxes and chairs to begin the feast. In doing this the tray of dressing is knocked from the table but is hastily recovered as it gets no further than one of the girl's lap. The feast now begins in earnest. They eat and chatter merrily until some one says,

"Scoot! There's somebody coming!"

Then they all scatter, two get under the bed, one behind the bureau, two in the closet, while one gets in bed and pretends to be asleep. All is quiet for about five minutes, when one by one they steal out from their hiding places. They again light the candles and continue their feast.

SCENE 6.—"THE PRESIDENT ARRIVES ON THE ONE O'CLOCK TRAIN."

About this time the one o'clock train pulls in and off steps the president of the school. When he alights from the carriage at his own door he sees a light in one of the rooms. On looking more closely he sees figures moving about in it. Hailing the approaching night watchman he points it out to him and bids him go and report the affair to the lady principal.

SCENE 7.—"AN UNWELCOME VISITOR."

Still the feast goes on. A toast mistress is elected who takes her glass and standing in the middle of the bed gives a toast, while the others clink their glasses, and drink with her. But just here the door opens, and in walks that lady herself, holding up her hands in holy horror.

"Girls! Girls! What on earth do you mean?"

And before a single one can hide she gets the name of every girl in the crowd.

"Report at my office after lunch tomorrow."

After sharply reproofing and even shaking some she hustles each one off to her own room. Coming back later to the room in which the feast was held she takes everything to eat that is left and dumps it into the waste basket. She then stands by until the girls humbly get into bed. Whereupon she takes their candles, matches, etc., and haughtily marches out of the room.

SCENE 8.—"LADY PRINCIPAL'S OFFICE."

The next afternoon six dejected girls make their way to the office of the lady principal where they receive a sharp lecture, wound up by "You are under restrictions for a solid month."



SENIOR GROUPS

The Class President with the Cup

The Tree-Planting

The Captain of the Basket-Ball Team with the Cup

The Adviser of the Senior Class and the Adviser of the Sister Class, '19, with the Cup

The Basket-Ball Team

In the Midst of the Game

SCENE 9.—“RESTRICTED.”

Several days later the girls who are not allowed to go down town, go to the edge of the campus with two other girls, who are going shopping. They look very melancholy as the other girls leave them and cry out, “Please do bring us an ice cream cone.”

When they return with the cones the six restricted girls run and get them. Whereupon they sit down and eat them, and count on their fingers the days before the month is up.

Ads---It Pays to Advertise!---Try It!

1. WANTED—To make people consider me the most interesting conversationalist. H. JONES.
2. WANTED—To know the art of being “cute.” A. ABSHER.
3. REWARD—Will someone tell V. Sledge how she can get along without working so hard?
4. LOST—“My curling irons.” C. JOHNSTON.
5. WANTED—Something to say. H. CUTHRELL.
6. WANTED—To know why all the Seniors in our class have a “beau” except me. O. CARAWAN.
7. BARGAINS—Wholesale bargains offered daily by Bishop and Papendick Grocery Co.
8. WANTED—To make people know and understand that I went to the State Normal at Greensboro and my picture was in the annual. E. McNEIL.
9. WANTED—To know if she can be in the receiving line at the Junior-Senior reception. A. THOMPSON.
10. LOST—Fannie Grant in an elevator at Tunstall’s.
11. WANTED—To drop Arithmetic and take Math. L. M. WHITEHEAD.
12. WANTED—Unlimited popularity. O. O’BRIAN.
13. FOUND—A letter between W. Dormitory and Administration Building beginning “Dear Sue” and signed “Ed.” Owner call in library and receive the same.
14. WANTED—A Senior ring. T. WHITE.
15. NOTICE—Rooms 33 for rent during the summer months. Apply to L. Bulluck.
16. WANTED—A remedy for awkwardness. E. MERCER.
17. FOR SALE—Dimples. V. SUTHER.

The History Class of '17 in Athletics

The class of '17, the winners of the cup for basketball for two years, are, it is safe to say, champions in athletics. It has on its team this year four girls who were among the number of the 27 little "A's." These four girls have been on the class team each year.

During the four years of our work, two of academic and two of professional, the class has made for itself an enviable reputation for its accomplishments and leadership. Its members have developed initiative and independence, and have ever been ready to contribute to all wholesome school activities.

The class has emphasized the fact that "all work and no play makes Jack a dull boy." It is true, we were timid at first, but our "winning ways" soon took us to the head of the line—a place our sisters of '13 left for us. The athletic association was organized November 10, 1913, at the beginning of our "A" year. The class of 1913 had left the key to their dear little "A's," to unlock the door to all knowledge and victory. We have used this key each year since we received it and still have it in use. We shall leave it for our sisters, the class of 1919.

During our entire "A" year, sustained interest was shown in all forms of athletics. We were small and could not walk far, so that accounts for our not being champions in cross-country walking. But what class has made the championship in anything the first year. In tennis we worked hard and played in the tryout games. But our chief interest even from the first was in basketball. Although we were not in the final game we continued to play our best. Victory came, as it has come every time to the odd class, the class of '15, our sisters.

When we were "busy B's," we played on. We then had two basketball teams, a number of tennis players, a captain ball team, and many were interested in walking.

On Thanksgiving a match game of tennis was played. Of course the Juniors played, but who was to play with them? Mighty Seniors? Nay, the "B's" won a place in the match game. The Juniors were victorious, but we did not give up, for, in January the class teams for the basketball tournament were posted. Imagine the delight among us when we found it was between the "B's" and "D's" ('15-'17). We were proud of it, but it would never do for us to play against our dear sisters, so we played the tie off and the Juniors won. It is not necessary to tell that the class of '15 won the first two games, the cup, and the championship this year, for the "odds" are always at the head of the line.

It was during this year the League decided to give a cup for the other activities—captain ball, walking, and tennis combined—but as this was the first year, the cup was not awarded.

As Juniors, we returned ready for what was to come to us, with plenty of high school students enthusiastic in athletics, our 27 grew to 87. We had four teams in basketball this year. We played twice a week every week the weather would permit. We lost only one game the whole year. It came time for the Thanksgiving game. We were already missing our '15 sisters, but the class of 1919 was standing by our side. The game was between Juniors and Seniors. The Juniors won, the score being 13-5. There was true sportsmanlike spirit shown on both sides. The two teams, Junior and Senior, were entertained the following Monday by the Junior class. The spirit for basketball did not die, for, in January, the Juniors and Seniors played the tournament games. Each year we play the best two out of three games for the cup. How many games were played last year? Three? Nay, two. How many the year '16? Three? Nay, two! What did this? The "winning ways" of the little "A's" of '17. It seemed as though it might be on the habit basis. We had used the key which the class of 1913 left and it has proved successful so we could use it again in 1916-'17.

The tennis tournament was played in May between Juniors and Seniors, but we were defeated by the Seniors.

This year here we are as 51 Seniors still enthusiastic in athletics. A new activity in athletics was put in this year. Ophelia O'Brian, '17, has charge of it. General playground games. The girls have taken a great interest, and enjoyed playing very much. In the fall Ophelia worked up a demonstration of playground games for the teachers of Pitt County.

"When a habit is good stick to it." That is what we have been doing in our Senior year, and did Thanksgiving. We won the Thanksgiving game over the Juniors in basketball, the score being 16-6. They took the defeat well, as was evidenced by the fact that they entertained the Senior team in the afternoon.

The tournament was postponed this year on account of the vaccinated arms and bad weather; but when we played, we played. The games were held on March 28th, 29th and 31st. This was the first time three games had ever had to be played, both teams worked hard, but the regular guards and substitute guard of the Juniors could not keep our three regular forwards from making the goal. The Seniors won the first game, the score being 12-9, the Juniors won the second, with a score of 5-6; and who won the third? Who has always won? "Odds," yes, the Seniors, the score being 9-3. When the cup was presented by President Wright after the game, he expressed great pleasure at having to present the cup twice to the same class, stating that this was the first time he had had the pleasure of presenting it to the same class for two successive years. Owing to the absence of Mr. Wright in 1915, Mr. Wilson

presented it to the class of '15. The Senior team was entertained in the evening by the "B" team, our sisters of '19.

The trial games for tennis are being played now, the Seniors and Juniors being the classes to play in the tournament. These contests are being held just as THE QUARTERLY goes to press, so that the results can not be given. The Volleyball Tournament is also being played while this is in the press. But every one knows where the victory lies.

We are sorry that we shall have to leave so soon, but we shall come back next year and see the "nineteeners" carry on the tradition that the "odd" classes have so well established.

[Continued from Page 89]

It Pays to Advertise

18. WANTED—To know how to make grass grow on the front campus.

MR. WRIGHT.

19. LOST!—L. Joyner. Finder please return to E. Baugham and receive reward.

20. WHO'LL APPLY?—Will some one consent to give M. O'Neal casing lessons?

21. LOST—Between rising bell and first breakfast bell—beauty sleep. Finder please return to F. L. Speir.

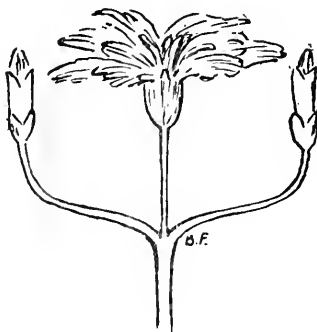
22. WANTED—Some one to hold an umbrella over me while I work in my garden.

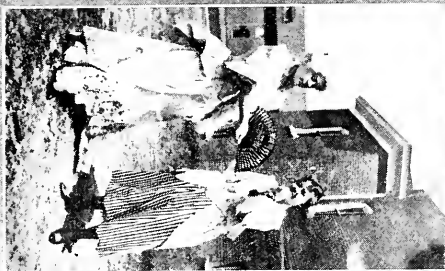
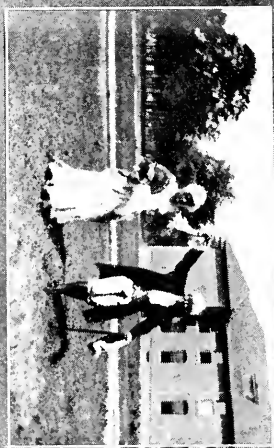
M. COWELL.

23. WANTED—To fill a hundred pages in the QUARTERLY.

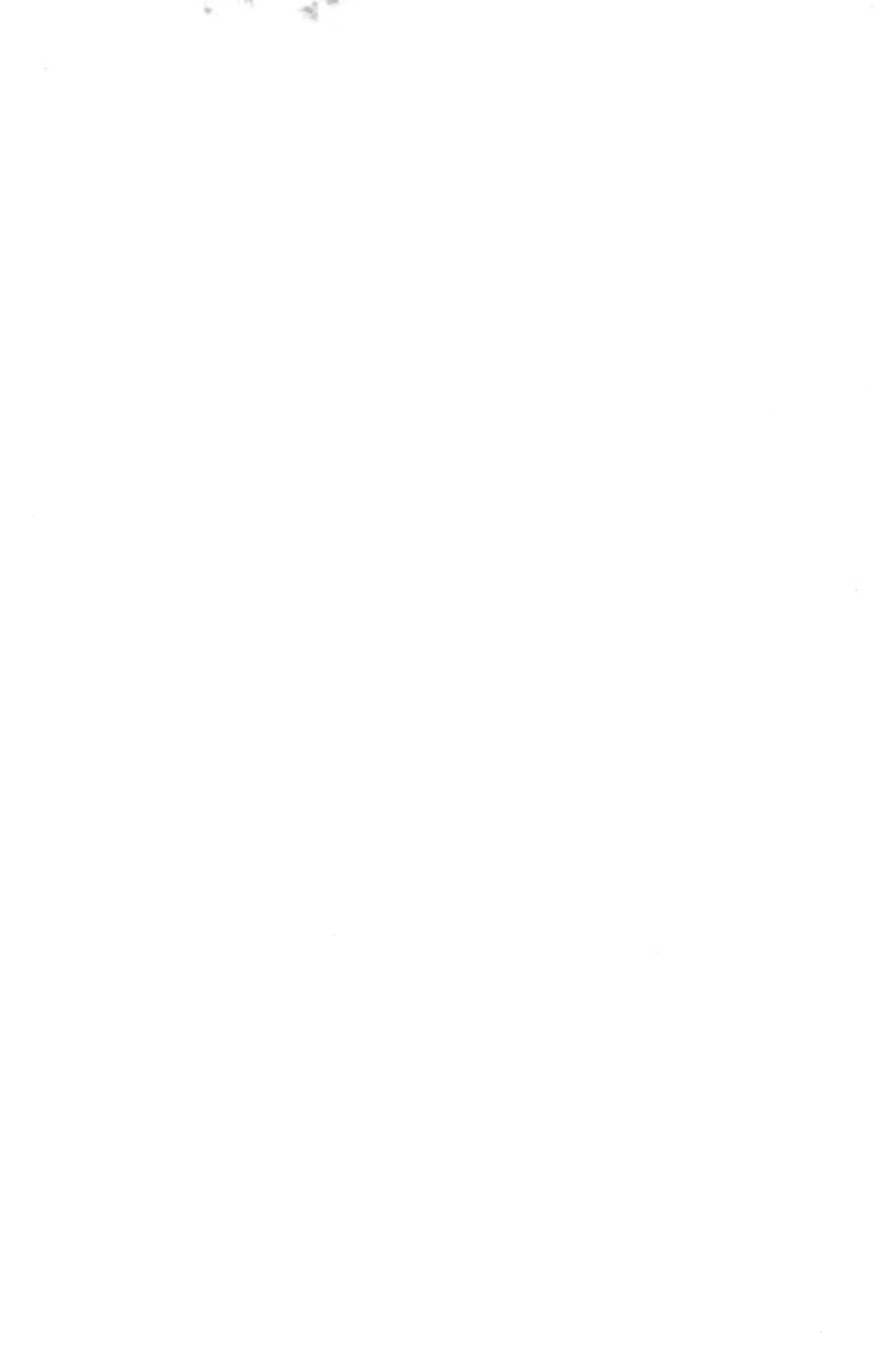
L. BULLUCK.

S. WALSTON.





SCENES FROM "THE HUNTERS"



The Staff

My purpose is to give a brief history of the staff during its stay in the Training School.

This very interesting object made its first appearance in this school when the class of 1912 presented a staff to the class of 1913 to be hidden during the following year. This was at class day exercises in 1912, and the above mentioned staff which very closely resembled a carnival cane was accepted by the class of '13.

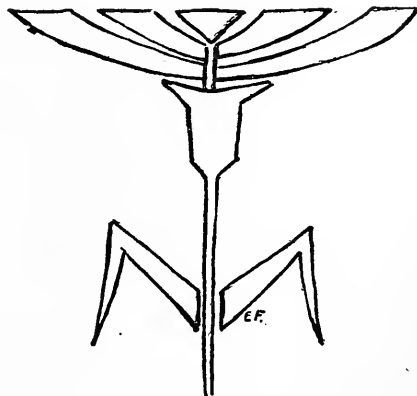
In 1913 the staff was hidden and the Junior class, the class of '14, in spite of their attempts to find it, were unsuccessful.

In '14, the '15 class, because of its perseverance, patience, and wisdom, did succeed. This gave the class of '15 sufficient cause to be proud.

In '15 the '16 class was unsuccessful, of course, and as much may be said for the class of '17 in its effort to find the staff in '16. Perhaps this is the reason that the class of '16 advised the class of '17 not to accept the staff when it would be presented to them at class day exercises. Regardless of this recommendation, the staff, which was now a new one, was accepted and hidden by the present Senior class. The class of '18 declined to look for the staff this year.

In June, the class of '17 will return this staff to its original owners, the class of '12. Probably the staff will not be accepted when it is presented to the next class, as the '18 class looks upon the staff as being objectionable.

The class of '17 believes that the custom of hiding the staff is a good thing to keep alive a spirit of friendly rivalry between the Junior and Senior classes.



What We Have Gained From the Training School

As the time has come for us to leave we realize the deep affection we hold for this school, the campus, the buildings, the halls, and especially the faculty and students. Although we are indeed glad the time has come for us to go out into our own State and begin the work for which we have been prepared, we are saddened to think that in leaving this school, we are leaving behind the guiding hand of our leaders and that instead of relying upon them, now we must become the leaders who will shape the young lives that are intrusted into our keeping. Probably some of our classmates and friends we will never see again, but, while we may be widely separated, we know that we have made many permanent friends not only with those in our own class but with the students of other classes as well; there will always exist, however, a peculiar bond between us of the same class. We are glad that we have spent the two, three, or four years here in training, although sometimes we have been discouraged, feeling that our work was too hard and that those ideals we wished to gain could never be realized.

Was it worth while? We have given these years of our time, work, and talent, what did we get in exchange? Was it a spirit of carelessness, or one of high ideals and service? It would be difficult to select and express accurately and adequately the most valuable things we have gained from the East Carolina Teachers Training School.

The meaning of habit formation is one of the important factors we have gained. We have learned psychologically that the result of almost everything we do is controlled by our habits and that in teaching we should work to that end. That is, the teacher herself should have the correct habits and then in place of the bad habits of the pupils she should help them to form the right ones and should not rest until that thing, whatever it may be, has been made automatic.

As students we have gained the habit of punctuality. "On time every time" is one of the mottoes of the president, and this is provided for by a definite schedule that the students and faculty are required to keep. Not only is this for class, but the number of hours we are to sleep, when we must go to our meals, and in fact, everything we do must be done on schedule time, even entertainments begin at "8:30 sharp."

We have learned the value of time, how necessary and vital it is that we should conserve our time in every possible way. Never before have the twenty-four hours of each day seemed insufficient to accomplish the necessary work and play of our school life. Each minute seems to fly away more rapidly than the preceding one and sometimes we wonder where our time has been spent. But usually we find we have not been concentrating all our thought and energy upon the one subject that is before us or that some of the time was wasted upon things of less importance.

We have gained such moral habits as that of respecting the rights of others, of giving each student a fair showing, of seeing both sides of a question before giving our opinion, and of having the proper respect and care for public property—all of these and other important principles have been instilled.

In forming the habit of correct study, we have gained many principles that will never lose their value for us as teachers. We have thrown aside the old theory that learning is memorizing and we do not expect to tax our pupils as we have been taxed in the past, with excess memory work. We have also learned that before any problem is given to a student or a group of students, there should be a desire or a need felt for that problem and also it should touch his life or interests.

Another important factor is self-confidence. Although some of us have not sufficiently learned this, we have improved so much over our former selves that we could barely be recognized as the same persons. Some of the members of the class have so developed their personalities that they have been fitted for leaders in country communities, while other members are not suited for leadership. There is some consolation in the old idea that it takes a well-educated person to be a good follower as well as it does to be a leader. But is there one that cannot be a leader in some line?

Especially has our practice teaching been a valuable experience to each member of our class. We were able to see and also to put into operation the correct principles and methods of teaching. We feel that observation work was extremely helpful.

We have gained as a class, we hope, the respect and friendship of both the faculty and the students.

The greatest thing that we have absorbed during our stay is the *spirit of service*. The motto of the school is "to serve" and this is not only a motto but an habitual practice.

All our teachers practice this motto, for there is never a time when they are too busy to hear and help some student with her problems. They are not working for money (for no one that teaches school or is preparing to teach school expects to get rich at this profession), but they are working because they love their work and feel that they are accomplishing more good for others and for their Master in this profession rather than in some money-making profession.

We have heard many talks about serving, co-operating and working with the community that you are thrown in, giving all the time that you can spare to every organization that is uplifting, and we have been urged to be helpful in every possible way.

Our seeing and coming in contact with people of this school who practice this unselfishness, has caused us to absorb some of these principles. This spirit and attitude, if carried in our future work, should help us toward success.



S. W.: "I thought you took Home Nursing last year."

V. S.: "I did, but the faculty encored me."

N. M. B.: "Did you ever take chloroform?"

M. L.: "No, who teaches it?"

E. Mc.: "I don't think I deserve zero."

Miss D.: "That's as low as I am permitted to give."

A. A.: "What books have helped you most?"

V. S.: "The ones I didn't read; they saved my time."

L. S.: "What is a hypocrite?"

O. C.: "A person who goes to psychology with a smile on his face."

New Girl: "What denomination are you?"

Junior: "Oh! I'm taking Junior work."

Mr. M.: "Fools ask questions wise men can't answer."

Senior: "That's the reason I fell so flat on exams."

L. J.: "When I have memorized a page of outline I can close my eyes and still see the page."

S. F.: "So can I, but its all blank verse."

Junior: "Who is Ty Cobb?"

R. F.: "I really don't know much about those North Carolina politicians."



SCENES FROM "THE RIVALS"



Mr. A.: "What is the difference in April 1775 and now?"

L. B.: "About 200 years difference."

E. H.: "What is infantry?"

J. T.: "The younger generation of men."

A.: "Oh, I'm so cold."

B.: "Isn't there any heat in your room?"

A.: "No, I've had my feet over the transom and they aren't warm yet."

Senior: "Are we going to have ice cream for dinner?"

Junior: "Yes, I just saw it written on the schedule" (meaning *menu*).

What Others Think of Us

Following are some remarks which will tell you what the officers, faculty, and others think of the class of nineteen hundred and seventeen:

PRES. WRIGHT—"The best class we ever had."

MR. SPILMAN—"First-class financiers."

MRS. BECKWITH (when she is pleased)—"Good children." (When otherwise.) "Foolish daughters."

DR. LAUGHINGHOUSE—"A healthy lot."

MISS BEAMAN—"Very considerate, as they take up neither my time nor my aspirin tablets."

MISS ROSS—"Chatter-boxes."

MISS JONES—"Businesslike."

MRS. JETER—"Dear, and wasteful."

MR. WILSON—"Sensationless."

MISS MUFFLY—"Mocking birds."

MISS RAY—"They are full of possibilities, though they may seem far-fetched."

MR. AUSTIN—"Lacking in that sense without which all other sense is nonsense."

MISS ARMSTRONG—"Splendid artists—especially on subjects relating to cows."

MR. UNDERWOOD—"A jolly bunch."

MISS DAVIS—"Real teachers of history."

MISS LEWIS—"The perspective of the class is pleasing—at a distance."

MISS COMFORT—"Hard to manage in athletics."

MISS GRAHAM—"They are real problems."

MISS MAUPIN—"They certainly do not hurt themselves studying."

MISS WAITT—"Far behind the Class of 1916."

MISS HILL—"Very harmonious."

MISS FAHNESTOCK—"Rather noisy."

MISS SHERMAN—"Too dignified."

MISS JENKINS—"A terrible class in comparison with my Juniors."

MISS HERMAN—"No hope for them."

MR. MEADOWS—"Equal to the Class of 1913."

THE CRITIC TEACHERS—"There will never be any more like them."

"A's"—"Very wise."

"B's"—"Everything good-angels."

JUNIORS—"Inconsiderate and overbearing to under classmen."

"F's"—"An authority on all things."

THE PEOPLE OF GREENVILLE—"Always quiet, except on special occasions."

FATES—"Impossible to conquer."

MAY SAWYER, '17.

Calendar

1916

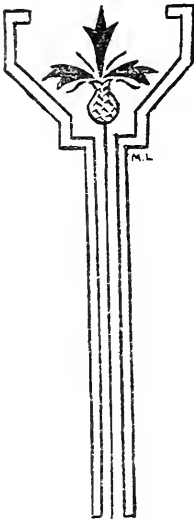
- Sept. 26—Old girls—osculation.
- 27—New girls—matriculation.
- Oct. 8—Society initiation. The goats and greasy poles of the new girls' dreams made a reality.
- 9—Seniors begin teaching in the practice school.
- 17—Seniors give an order for their class rings.
- 20—Nothing doing—cloudy weather.
- 21—Anxiety among the Seniors—their class rings have not arrived.
- Nov. 17—Senior tree-planting.
- 27—Thanksgiving german.
- 28—Thanksgiving basketball game—burial of the Juniors.
- Dec. 14—Order for the Senior rings countermanded.
- 15—North Carolina day.
- 17—Senior bazaar.
- 22—Smiles! A's looking for Santa Claus.

Calendar

1917

- Jan. 5—Work begins—enough said.
- 27—Senior chapel exercises—James Whitcomb Riley
- 22—Excitement in the music department—musical concert by Mr. George F. Boyle.
- 23—A new order made for the Senior rings.
- 24—Beware! Seniors are "traveling" tonight.

THE RAGGED ROBIN



Reminder of a time so dear,
Attendant of the peaceful spring,
Gift of the gods to please and cheer,
Graceful and pure, your petals bring
Eternal joy. Your blossoms blue
Do always tell us to be true.

Reveal to us thy hidden power;
O make us, in the testing hour,
Both wise and good, sweet little flower.
Inspire us with a love for beauty,
Nor let us leave the path of duty.

School Activities

Classes

The classes have all been busy during the last quarter. The activities of the Senior Class are included in their department.

THE OPERA, ROBIN HOOD

An arrangement of the opera "Robin Hood," by Reginald DeKoven, was given by the Junior Class on April 2. A report of this is given among the School Notes. This is the most ambitious free performance ever given by a class to the school public.

JUNIOR ASSEMBLIES—THE SCHOOL JOURNAL

The School Journal, a paper to be published occasionally by the Junior Class or any other class who wishes to take it up, was presented on March 1st. This is one of the chief contributions of the class. The first issue was especially interesting, as its purpose was to feature the trip to Raleigh, and the General Assembly.

Miss Elizabeth Evans, Business Manager, announced that the class would present a paper, the name of which would be thrown on the screen. Immediately sixteen girls arose and taking their respective places, held in order the letters which made known the name, "T-H-E S-C-H-O-O-L J-O-U-R-N-A-L."

After this Miss Evans gave the purpose of the paper and read the table of contents which was as follows:

	PAGE
The High Cost of Coughing	1
KATIE LEE MATTHEWS	
The World of Moving Events	2
CLELLIE FERRELL	
A Glance Over the Whole School	4
JESSIE HOWARD	
Editorials:	6
The President and Congress	
Contributed Articles	
Inter-Society Debate	
The Legislature and the Suffrage Bills	
ELSIE MORGAN	
The Legislature from a Junior's Point of View.....	8
WILLIE JACKSON	
Our Trip to Raleigh.....	10
THELMA WHITE	
Wit and Humor of Our Girls	13
RUTH COOKE	

Fashion Notes	14
LULA BALLANCE	
Ads.	
SADIE THOMPSON	

The other section of the class presented the second number the next week on March 10. This special historical number was for the purpose of marking the tenth anniversary of the real beginning of the school, and to celebrate the bond issue passed by the Legislature that week, which we believe marks a new birth in the history of the school. The particular purpose was to review briefly the growth of the school during its first decade. The articles which the issue contained showed us very plainly that its growth has been marvelous and that no school in North Carolina has ever had such a history of achievement in so short a period, and with the spirit which exists both in the faculty and in the student body, and with the \$200,000, the school promises to be much greater at the end of its next decade.

One of the most interesting features connected with this issue was an exhibition of photographs of the faculty, the different classes, the Y. W. C. A., the basketball teams, the buildings, and the campus, all taken at various times since the establishment of the school. These were arranged in the front hall of the Administration Building so that all who wished to could easily see them. This proved to be a great benefit as well as a pleasure to the students who had no idea of the first days of the school.

Miss Willie Wilson, the manager of this number, announced the purpose of the special number of *The School Journal*, and that there would be an exhibition of "original photographs, portraits, and cuts," and then read the table of contents, which was as follows:

Front Cover—Quotations from Pres. Wright. Read by Bess Tillet.

Frontispiece—The two founders, Governor Jarvis and Mr. Ragsdale.

(Their portraits were hanging on opposite sides of the stage.)

Editorials—ANNIE BRIDGMAN

The Purpose of This Issue.

School Spirit.

Forecasting the Future.

Articles:

The Beginnings of the School.....	GLADYS HENDERSON
Tribute to James Lawson Fleming.....	GLADYS HENDERSON
Tributes to William Henry Ragsdale.....	SOPHIA COOPER
Sketch of Governor Jarvis.....	MAY RENFROW
Reminiscences of the First Year.....	HELEN LYON
Beginnings of the School Activities.....	FANNIE BISHOP
Facts and Figures.....	BESSIE RICHARDSON
Advertisement of the School	ESTELLE JONES

THE "B" OR SECOND YEAR ACADEMIC CLASS

This class, in assembly period on April 5, gave a patriotic program, which was one of the most spectacular and interesting of this kind ever held at the Training School.

The exercises were indeed spirited and inspiring, since it was so appropriate to the present crisis in our country's history. Everything centered around the flag. The stage was decorated with flags, and the whole student body wore little flags, which were given out to them by the class.

The class marched in and found its place on the stage by military orders given by its class adviser, Mr. H. E. Austin. Miss Rena Harrison, president of the class, conducted the religious exercises, and then gave a short introductory talk explaining the program. The entire school then sang "Columbia, the Gem of the Ocean." "Our Heritage," a well known selection from Webster's Bunker Hill Oration, was read by Thelma Mumford. This gave a vivid comparison of the conditions of our country in Webster's time and its condition today.

The entire school sang another of our national songs, "The Star Spangled Banner." A recent editorial from the *Baltimore Sun*, "The Flag is Still There," was read by Rena Harrison. This showed the increased reverence and honor for the national flag by our people today. Sallie Barwick read the "Flag Code." This was a lesson for all on the symbolism and forbidden uses of the flag. Following the Flag Code, Ina McGlohon gave Bennett's poem, "The Flag is Passing By."

The most effective part of the program was a flag drill by sixteen girls dressed in white middy suits with red and blue ties and carrying flags. Just before the drill began Fannie Mae Finch, the standard bearer, marched on the stage holding aloft a large national flag. Following the girls in the drill were girls dressed to represent Liberty, Lyda Tyson, Justice, Maude Lister, and Equality, Sadie Speight, who came forward and knelt before the flag. The remainder of the class took their places near the back of the stage, and remained until Evelyn Williford stepped near the flag and recited, "Your Flag and My Flag." The entire class then saluted the flag and sang "America," in which the school joined.

The program was exceedingly interesting to the entire school and helped to bring each individual to realize what the flag means to us, especially at this critical time.

The second year academic, or "B" class, entertained its sister classes, the "D's" and "F's," on February 18. A full account of this is given in the Senior Department of this issue.

A Saint Patrick's party was held on March 17 in honor of the "C" class by their sister class, the "A's." Other guests invited were: Miss

Jenkins, the "C" class adviser, Miss Maupin, the "A" class adviser, Mr. Wright, the President, and all the teachers of the "A" class.

On arriving, each person was given a shamrock with a number on it, and was told to seek a partner with a corresponding number. After this the Gypsy fortune-telling booths were visited, and the remarkable things of the future were revealed. Immediately following the fortune telling, two interesting contests took place. One was the soap bubble contest, the object being to touch the shamrock, which was suspended from the center of the room with a soap bubble. The other was to pin the tail on the donkey. A box of candy and a bottle of toilet water were awarded to the winners of the contests, Miss Ruth Williamson and Mr. L. R. Meadows. After the contests two comedies, a mock marriage and a minstrel show, took place, and they were very much enjoyed by all. Then delightful refreshments, consisting of ice cream and cake, were served, after which the rest of the evening was spent in dancing. Every one passed a most enjoyable evening.

Societies

PRESIDENTS OF SOCIETIES FOR 1917-18

Edgar Allan Poe
Estelle Jones

Sidney Lanier
Camille Robinson

MARSHALS

Chief: Mary Banks, *Sidney Lanier Society*.

ASSISTANTS

Lanier Society
Elizabeth Hathaway
Sadie Thompson
Mattie Paul
Cora Lancaster

Poe Society
Elizabeth Hutchins
Annie Bridgman
Ruth Cooke
Lucy Buffalo

The marshals are elected at the first regular meeting of each society during the second term. This gives them the opportunity to serve at every public function from then until the close of school, and thus insures experienced commencement marshals, a time when they are especially needed.

THE DEBATE

The annual debate between the two societies was held March 24, 1917. The question was, Resolved, "That the Federal Government should own and operate the Railroads of the United States." As the Poes were the challengers this year, the Laniers had their choice between the negative or affirmative, and chose the affirmative.

The debaters were:

Laniers
Ida Walters
Lola Gurley
Cora Lancaster

Poes
Gladys Yates
Estelle Jones
Bernie Allen

The decision was unanimous for the negative.

THE QUARTERLY staff of student editors next year will be as follows:

Lanier Society
Editor in Chief—SADIE THOMPSON
Assistant—CORA LANCASTER

Poe Society
Business Editor—RUTH FENTON
Assistant Editor—ELSIE MORGAN

EDGAR ALLAN POE SOCIETY.

The Poe Society was exceedingly fortunate to get the coöperation of Miss Muffy in getting Sarah Storm Crommer to give a song recital for them. This was complimentary to the Lanier Society. The faculty and officers of the school were among the guests. This great artist sang for an hour on the evening of May 3. She repeated some of the songs she gave in a recital the evening before, and then allowed the girls to call for their favorites. It was a rare treat for the members of the societies to hear such a great singer. When the name of Sarah Storm Crommer becomes famous in grand opera all who were at this recital will feel thrills and recall the pleasure of that evening.

LANIER SONG

(To be sung to the tune of "Rah! for the Black and Blue," a Johns Hopkins University song.)

Come Laniers, ready and faithful,
Come Laniers, raise a cheer;
Come Laniers, brave and true;
Come Laniers, you have no fear,
Come all ye loving sisters,
Come join with voices bold;
Sing praise to dear Lanier;
Sing for the green and gold.

Tune every heart and voice
Bid every care withdraw
Let every one rejoice
In praise of dear Lanier.
To thee we lift our praises,
Swelling to heaven loud,
Our praises ever ring.
Lanier, of thee we sing.

CHORUS.

Hail for the green, Hail for the gold,
Hail for this society,
We pour forth our praise, to dear society days,
Hail for Lanier,
The green and gold.

Athletics

The basketball tournament played during the last week of March was won by the Seniors. This is the first time the third game has ever had to be played in a tournament at the Training School. More details of the game are given in the Senior Department.

The tennis tournament has not been played yet, but the girls are practicing with a vim these long afternoons, and a stiff game is expected.

A great deal of interest is being shown in volley ball at present, and in this, too, the players are getting as much practice as possible before the tournament games.

Ophelia O'Brian is still continuing her work in playground games.

Y. W. C. A.

At the regular business meeting on March 3 the following officers for the coming year were elected: Agnes Hunt, president; Annie Bridgman, vice-president; Lillian Shoulars, secretary; Lois Hester, treasurer.

The chairman of the standing committees which, with the officers, who constitute the cabinet are: Annie Bridgman, chairman of Membership Committee; Elizabeth Hutchins, chairman of Bible Study Committee; Iola Finch, chairman of Missionary Committee; Jessie Howard, chairman of Religious Meetings Committee; Sallie Best, chairman of Music Committee; Elizabeth Evans, chairman of Association News Committee; Lois Hester, chairman of Finance Committee; Ruth Cooke, chairman of Social Committee; Mildred Maupin, chairman of Room Committee; Evelyn Williford, chairman of Sunshine Committee.

Miss Mary Pescud of Raleigh, a missionary to Brazil who is at home on a furlough, conducted the Y. W. C. A. services at the Training School one Sunday evening in March. She gave a most interesting talk on Brazil and her experiences in that country. She began by telling the listeners to imagine themselves ready for a voyage, and she gave an account of the trip and life on a steamer. She spoke a little in Portuguese so as to give an idea of the impression she had on landing, before she had learned the language. She described the city of Bahia, where the imaginary voyagers landed; she explained the geographical location, and described the scenery. She then told of many interesting manners and customs and gave some amusing experiences. She made her listeners feel as if they were really her fellow travelers through an interesting land. At the close she spoke of the importance of the work in Brazil and made an appeal to those who felt that they might be called to missionary work. She told them that if they wished to do something that would count in their lives they would find a field for service in Brazil.

Some of the Sunday evening services held during the quarter are reported here. Each year there is great interest in the new officers. The installation service of the Y. W. C. A. was conducted at the Training School Sunday night, April 15. Mr. H. E. Austin read the 28th chapter of Genesis for the Bible lesson, and explained the story of "Jacob and Esau," making it so clear that each one present could make the application. The retiring president, Miss Martha O'Neal, mind. She said, "The test of an educated person is the person who gave a report for the year, and told of the many things the association had meant to her, and left the wish to the new cabinet members that the association would mean to them what it had meant to her. The new president, Miss Agnes Hunt, then gave her plans for the coming year, and read the names of the new cabinet members which were as follows: vice-president, Annie Bridgman; secretary, Lillian Shoulars; treasurer, Lois Hester. A duet was sung by Misses Neta White and Ophelia O'Brian.

Rev. B. W. Spillman of Kinston led in the Y. W. C. A. Sunday evening service once during this term. His subject was on Sunday Schools. He gave an interesting and excellent talk on the value of Sunday Schools to children, to teachers, and to the business people who do not have time for special Bible lesson at any other time other than Sunday morning.

He then explained the plan for the international Sunday School lessons. He spoke with authority on this subject, for he is a member of the International Board.

Rev. Bunn, a student from Wake Forest College, led the Y. W. C. A. service on the third Sunday evening in April.

Rev. John E. Ayscue led the services Sunday evening, March 18, 1917. The lesson was taken from 1st Samuel, chapter 17. Mr. Ayscue's subject was "Success." He said if we wished to succeed we must learn the true elements that go to make up success. Self-reliance, persistence, and reliance upon God. The greatest help in achieving success is to learn to have confidence in yourself. He said that if we persisted success was ours, but if we give way failure stared us in the face; he urged his listeners to rely upon God in all things. There was special music by the choir. An instrumental solo was rendered by Miss Agnes Hunt and a vocal solo by Miss Ethel Stancell.

Miss Sallie Joyner Davis one evening made a patriotic talk. She read the evening lesson from the 67th Psalm, and read portions of the address, "North Carolina of Tomorrow," which was delivered at the State Literary Historical Association, two years ago, by Clarence Poe. It was peculiarly timely after an address by Mr. Harding Satur-

day, and a talk by Mr. Wright in which he referred to the changed conditions showing that the future will be built on the ideas we now have. An instrumental solo was played by Miss Cora Lancaster.

Several members of the faculty have led the service during the quarter. Miss Daisy B. Waitt led during the quarter. She read the third chapter of Ecclesiastes for the Bible lesson and talked on the subject of "Relief Work in the War," which is something we cannot keep out of mind. She said, "The test of an educated person is the person who can do the right thing at the right time." She told about conditions in Belgium that had been caused by the war and explained how the American people had stood by the Belgians in time of need. She read several letters from Belgian children, which show the gratitude the Belgians have toward the Americans in appreciation of what they have done for them. Mr. Hoover, who has charge of the relief work in America, says: "It is necessary for this work of helping the Belgians to go on," as they would suffer for food if the American relief work were to stop. An instrumental solo was played by Miss Ethel Smith, and Miss Neta White sang "The Lord is Mindful of His Own."

Mrs. K. R. Beckwith made a very practical talk one evening. She read the sixth chapter of Ephesians for the evening lesson, and took as her subject, "Justice and what it means." She said, "Justice enters into the small things in life," and there would be no wars and no rumors of wars if there was justice. Where justice is, selfishness can find no place. Justice is that perfect equation of the relation of each man and woman to every other man or woman. It does not seek to deprive others of their necessities of life, but is manifested in the every-day things of life. An instrumental solo was played by Miss Bess Tillitt, and a duet was sung by Misses Ethel Stancell and Flora Hutchins.

Miss Maria D. Graham led the services on April 22, making a practical talk on "Diligence," showing the great need of this virtue at this crisis. She read the Scripture lesson from Proverbs. She quoted passages contrasting the diligent man and the sluggard and proved that diligence in the everyday affairs of life leads to success. She made an appeal to the girls to show their patriotism by becoming diligent in the work of the canning clubs, in helping with gardens, and in any way they can to help better food conditions.

The "B" Class led the services one Sunday evening in March. The Bible reading from the 27th Psalm was read by the president of the class, Miss Rena Harrison. And a sextette was sung by members of the class. A reading, "Today," was read by Miss Mary Hollowell. An instrumental solo was rendered by Miss Elizabeth Speir. A reading,

"Be True," was read by Miss Sadie Speight. A solo was sung by Mr. H. E. Austin, class adviser of the class. The program was very much enjoyed by the association.

The services on April 8 consisted of a music program. The Scripture lesson was read from the 20th Psalm by Miss Lillian Shoulars. Special Easter songs were sung by the choir. A reading, "Sacrifice," was read by Miss Elizabeth Evans. A quartette was sung by Misses Priscilla and Elizabeth Austin and Pearl and Mary Wright.



School Notes

Our Reception of the Good News of the \$200,000 Ap- propriation

The telegram sent by Senator Harding announcing that this school had received \$200,000 for permanent improvement was received here about noon on the Monday the bond issue passed the House, which is our holiday. When the students saw Mr. Wright's beaming face they knew instantly that his and our hopes had been fulfilled. However, the girls and teachers were not willing just to hear about the good news, but insisted on seeing the actual piece of paper that caused so much rejoicing. The students who do not expect to receive the direct benefit from the money were just as glad for the school's appropriation as those who will be here when the buildings are erected.

Later there was rejoicing again when we found our maintenance fund had increased from \$50,000 to \$60,000.

Talk to Stu- dents by Sena- tor Harding of Pitt County

Mr. F. C. Harding, a member of the executive committee of the Board of Trustees, made an exceedingly interesting and helpful talk to the girls the Saturday after he returned from Raleigh after the General Assembly closed. He was an earnest and active friend for the school throughout the meeting of the Legislature. What he told the girls of the significance of the appropriation and their part in it was so good that instead of having a mere report of it in the news department of the QUARTERLY, it will appear in the summer number. It is a message to all who have gone out from the school or will ever go out.

Mr. Wright in introducing Mr. Harding told the girls that he was the first person who voiced the idea that the State must issue bonds. He spoke of him as a "progressive legislator." Mr. Harding explained very clearly just what situation the legislators had to face and gave the reasons for their action.

Mr. Y. T. Ormond, chairman of the Executive Committee of the Board of Trustees, who is an indefatigable worker for the school, but who is usually so busy working for the school that he will not often talk, broke his rule one morning recently and talked a few minutes during the assembly period. He commented on the difference of the expressions on the faces of members of the faculty and students on his first visit after the close of the Legislature this year and two years ago. He briefly reviewed the growth of the school. He has been a member

of the board ever since the school was established and has anxiously watched everything about it, and has taken great pleasure in seeing it grow. He showed the students how the larger opportunities increased their obligations to the State and to the children of North Carolina.

Visit of Legislative Committee

The visit of the Legislative Committee, which was just after the last issue of the *QUARTERLY* went to press, was one of the most exciting events of the year to the students. The committee was composed of Messrs. H. L. Swain, a former student of the Training School, Pruitt of Gaston, Suttlemyre of Caldwell, Matthews of Mecklenburg, Widenhouse of Cabarrus. Mr. Butt of Beaufort was on the committee, but was in some way prevented from visiting the school.

At assembly period the school was turned over to the visitors. The students wished to hear from each of the legislators, therefore each one in turn had a few words to say. They indulged in pleasantries, and put the girls in a glorious humor by expressing their satisfaction with what they had seen about the school and the students. They pledged themselves to support the claims of the school.

It was interesting to notice that several of the committee were from central and eastern parts of the State, and were eager to know what was being done in the eastern section, and particularly anxious to see what was being done in this school. Each one of the committee must have spoken a good word for the school if one can judge by the results.

Sarah Storm Crommer Gives Song Recitals

Sarah Storm Crommer, dramatic soprano of New York and Baltimore, who has been visiting her friend, Miss May R. B. Muffy, of the faculty of East Carolina Teachers Training School, gave two song recitals in Greenville, one to the End of the Century Club and their friends, and one for the Edgar Allan Poe Society as complimentary to the Lanier Society and faculty and officers of the school.

This singer has become a great artist. She has a voice of marvelous power and of great purity of tone, and has had the best of training, is a tireless worker, and is absolutely devoted to her art, sacrificing everything for it. She is in training in New York for the operatic stage, and at present is singing in choirs and in concerts. She has attained that quality of voice which is the highest ideal of singers, the *mezzo-voce*, that veiled, exquisite tone that stirs the emotions and is the despair of most singers. The program of the recital for the club was as follows:

Songs: Morning	<i>Rogers</i>
Wind Star	<i>Rogers</i>
Star	<i>Sparks</i>

SARAH STORM CROMMER.

Piano: Romance	<i>Libelius</i>
Whims	<i>Schumann</i>

LULA SHERMAN.

Songs: Il Bacio	<i>Arditi</i>
The Sunshine of Your Smiles	<i>Ray</i>

SARAH STORM CROMMER.

Piano: Marche Mignon	<i>Poldini</i>
Caprice	<i>Gluck</i>

LIDA HILL.

Songs: Life and Death	<i>Coleridge-Taylor</i>
The Rainbow Child	<i>Coleridge-Taylor</i>
Deep River	<i>Burleigh</i>

SARAH STORM CROMMER.

Songs: Hayfields and Butterflies	<i>Del Regio</i>
The Beaming Eyes	<i>Macdowell</i>
The House of Memories	<i>Aylward</i>
Heigh-Ho, The Sunshine.	

SARAH STORM CROMMER.

"Deep River" is the old negro plantation song raised to the art form. This was sung with great appreciation and feeling. The Italian song, "Il Bacio," was a florid, coloratura song, which is now so popular with artists. The program was varied and gave her audience an opportunity to hear her voice in different types of songs.

On the evening of May 3 she gave a recital for the Poe Society in honor of the Laniers. She gave several of the same songs as in the above program, but added a number of others, and sang special favorites of the girls. It seemed to those who heard her both times that she sang even better than she did the evening before. She was very gracious and accommodating, singing for the different classes as they met for music periods, and singing between times. Her visit was a rare treat to the school. Not only the school, but the town, owes Miss Muffy a debt of gratitude for having this artist come to the town.

Miss Long's Lecture

Miss Justine Long, in her lecture at the Training School last evening, April 9, gave a sane, wholesome, and exceedingly pleasant talk on dress, personal appearance, good manners, and the other factors that enter into the question of the expression of personality. Expression is secondary, what is expressed is primary, were points she stressed throughout.

Sincerity is the basis of true art, whether in dress, manners, or in the broader field of art. When dress and form of expression become primary matters then they take up too much time in life. She laid down the four rules for dress that give the secret of attractiveness: first, lines; second, suitability; third, simplicity; and fourth, self-expression or becomingness. She told stories showing the origin of different fashions, and proving that the instinct that causes people to follow fashions is one of the oldest instincts of the race, that of imitation; that instinct which causes people to follow certain ones in fashion is the instinct of association.

In bringing out the first rule she laid down Miss Long said the fundamental facts of framework are far more important than any other outside adornment. She told stories of girls who were cheating themselves of their just dues because they did not know how to dress suitably, who had reputation for being flashy and cheap, whereas they were worthy and strong and true, but their appearance belied these facts. Simplicity does not mean plainness, nor ugliness, nor severity, nor cheapness, but does mean designs that are not cluttered up with trimmings that are confusing and showy, those furbelows that confuse. Sometimes the beauty of the fabric should be the keynote to the dress. The simple dress demands more of the personality than the fancy dress. "Regardless of fashions, choose what is becoming to you," is the guiding rule she gave, but she made it clear that one could always do this and not be entirely out of mode.

Sincerity was the word she emphasized when she talked on manners and speech. Pleasant manners are a true expression of kindly, interested feelings. The voice should be natural and easy. She illustrated the influence of voice throughout the whole evening by her own beautiful, well modulated voice. She could be heard all over the house, but talked in a natural, easy, conversational tone. She urged the girls not to acquire a "teacher voice," but to cultivate the pleasing voice. She related an experience she had on the train last Sunday. A group of selfish, loud talking girls had disturbed the quiet and peace of a whole car. They showed their ill manners by ignoring the presence of others.

After the lecture Miss Long came down from the platform, on a level with the girls, and answered any question they wished to ask. This informal, intimate part of the evening was perhaps of even more benefit to those who stayed than the lecture itself.—*Greenville Reflector*.

**Charles M.
Newcomb in
"The Unique
University."**

On Monday evening, March 19, Charles M. Newcomb, who formerly traveled with the Chautauqua, but who is now a professor of oratory in the University of Delaware, Ohio, gave a splendid and most enjoyable entertainment—"The

Unique University." It was unique in every sense of the word, and all pronounced it a success. So humorous and witty was it that the audience was continually in a state of uncontrollable laughter.

The Young Women's Christian Association was instrumental in getting Mr. Newcomb. The money raised at this time made it possible for the Association to send delegates to the Blue Ridge Conference, which is held every year at Blue Ridge as a place of training for Association workers.

Mr. Newcomb has been here in the school before. A year ago he gave the "Prince Chap," which all remember with delight.

**Visit to
Raleigh**

Ninety-eight girls and two teachers made an educational trip to Raleigh on February 20. A full account of this appears elsewhere in the *QUARTERLY*. It was a great day for the girls. Those who stayed at home had a holiday and had a good time, also, doing as they pleased.

Capt. W. A. Graham, of Company H, Third Regiment N. C. National Guard, was a welcome visitor to the Training School in April. He spoke to the students as a soldier who had been actually engaged in military work on the border. He showed that military life was not as pleasant as some seem to think it is. It meant much to the girls to have a "real soldier" talk to them and explain conditions in the camps on the border.

Rev. Marshall Craig of Kinston, who held a revival meeting at the Immanuel Baptist Church, led in the devotional exercise at the Training School one morning while in Greenville. He made an interesting talk to the students on "The Dull Student in the Work of Christ."

Rev. C. A. Jenkins, pastor of the Baptist Church in Washington, was a visitor to the school on April 6. He conducted the services at the assembly hour and made a short talk to the students. He brought out the three most hopeful factors in human life: the home, the school, and the church, showing how each has its specific work to do and yet are so closely related that the well-rounded man is influenced by all and must do his part in each.

**A Visit from
Colonel Olds**

Col. Fred. A. Olds, that rare gentleman who presides over the Hall of History, and who is the avowed friend of all young people and of all North Carolinians, visited the school on May 3. He delighted the girls by talking at the

assembly period and later visited some of the classes and gave them special talks. He talked to some History classes on historical subjects. He told one class in English that was studying the "Tale of Two Cities" things he had seen in France that made the setting of the story vivid to them, and he connected the story with present conditions and made them see the part the French had played in our own history. He spoke to the seniors of the rich material they will find to feature, and of the value of giving publicity to whatever the communities they work in are doing. Colonel Olds has been the promotor of the annual trips to Raleigh and has endeared himself to the girls because of his consideration and thoughtfulness of them in these trips. He is always a welcome visitor.

"Robin Hood"
Presented by
Juniors

A tabloid version of the the opera "Robin Hood" was given by the Junior class to the school and a few friends of the members of the class, April 9. While much of the opera was cut out, especially the difficult parts for heavy male voices, enough of it was preserved to make the plot, although those who are familiar with the opera noticed that liberties were taken with the arrangement and the dialogue parts.

There are almost a hundred students in this class at present and practically all of these took part in the performance, at times all were on the stage at once making very effective groups.

The costumes were of bright and attractive colors and there were suggestions of the period and of the characters, but one of the valuable features of the entertainment was that the costumes were adaptations of material at hand or were of inexpensive material. No costume cost more than twenty-five cents and some cost only three cents, while many costing nothing whatever.

The chorus singing was remarkably good and spirited, and the solo parts were well received by the audience. The audience seemed to like especially the Tinker's chorus, the opening chorus, which was repeated several times, the choruses of the milkmaids, especially the "Churning Song," with the solo part by Maid Marian, Miss Neta White; "Spring-time Comes," by the villagers, and "Farewell to Thee," by Robin Hood, Elizabeth Hutchins, and his outlaws were pleasing.

All in the performance did well. It was not as polished or as expensive as the public performances usually given at the school, but it was valuable to those who took part in it and was greatly enjoyed by those who were so fortunate as to see it.

Miss Jenkins, class adviser, and Miss Muffly arranged and coached the opera.

**The Class
Recitals**

The music recitals by the music pupils in the various
classes have been unusually good this spring.

The programs of each are given below:

SENIOR, MARCH 7.

Marche Pontifical *Gounod*

RUTH LOWDER, BLANCHE SATTERTHWAITE

Chaconne *Roubiere*

Valsette *Barouski*

RUTH LOWDER

Consolation *Mendelssohn*

Gavotte *Hofman*

OPHELIA O'BRIAN

To a Wild Rose..... *MacDowell*

NANNIE MAC. BROWN

Scherze *Wrede*

LEONA TUCKER, LORETTA JOYNER, OLA CARRAWAN

On the Mountains *Frontine*

EUNICE HOOVER

Waltz in A Flat..... *Chopin*

LOU ELLEN DUPREE

JUNIOR, MAY 2.

Bouree *Bach*

Funeral March *Heller*

AGNES HUNT

Parade March *Low*

CORA LANCASTER, IRENE WIGGINS

Prelude *Chopin*

Valse Gentil *Nevin*

LULA BALLANCE

Flying Leaves *Koelling*

ETHEL SMITH.

Chaconne *Durand*

Two pianos—LOUISE CROOM, AGNES HUNT.

Waltz in E Minor *Chopin*

SALLIE BEST.

Minuet *Beethoven*

Andante *Heller*

LOUISE CROOM

Paupée Valsante *Poldini*

BESS TILLITT

Russian Dance *Frank*

ELIZABETH HUTCHINS, LIDA THOMAS

"B" CLASS, MARCH 28.

BakerScottishe—Duet
CATHERINE LISTER AND MAUDE LISTER

HarrisMelodie
IOLA FINCH

SchumannLittle Romanze
DurandWaltz in E Flat
LOIS DANIEL

BachPrelude in C
HaydnAndante from Surprise Symphony
G. F. BoyleMorning
ELIZABETH SPEIR

MerkelButterfly
INA MCGLOHON

ChaminadeScarf Danc
NevinGoodnight
NORMA DUPREE

"A," FIRST YEAR ACADEMIC, APRIL 5

KullakDeut
GLADYS HOWELL, KATHLEEN VAUGHN

BristowThe Goat Ride
MILDRED MCCOTTER

DuttonA Fairy Tale
BELE MILLER

MaximeThe Elephant and the Mouse
MILDRED MAUPIN

MozartMenuetto
SYBIL HEATH

Spindler..... } a. Evening Shadows
 } b. Fairy Dance
CALLIE RUFFIN

EllmenreichSpinning Song
INA CARR

WingThe Wind
BEATRICE TUCKER

DuttonForest Horns
HELEN STEWART

Martinez.....The Approach of the Dryads
RUTH LIVERMAN

PoldiniThe Music Box
KATHLEEN VAUGHN

SchytteImpromptu in A Flat
BESSIE BROWN

Commencement Program

SUNDAY, JUNE 3

- 11:00 a. m. Commencement Sermon—Dr. T. W. O'Kelley, Raleigh, N. C.
8:30 p. m. Young Women's Christian Association Sermon—Rev. F. Swindell Love, Aberdeen, N. C.

MONDAY, JUNE 4

- 6:00 p. m. Class Day Exercises.
9:00 p. m. Music Recital.

TUESDAY, JUNE 5

- 10:00 a. m. Meeting of the Board of Trustees.
Meeting of Alumnae Association.
8:00 p. m. Alumnae Dinner.

WEDNESDAY, JUNE 6

- 10:30 a. m. Address—Lieut.-Gov. O. Max Gardner.
11:30 a. m. Graduating Exercises.

The men of the faculty have delivered the commencement address at quite a number of places in eastern North Carolina. President Wright spoke at the following places: Epsom High School, Hobbsville High School, Fountain, Williamston, Bailey, Farmville, and Pinetops. He had engagements at Kinston, Vanceboro, Hope Mills, and Aulander, but did not fill these on account of illness in the family.

Mr. Meadows spoke at Washington, Pungo, Nashville, Robersonville, Langley's School, Smithtown, Drum Hill, Pactolus, Marlboro, and Whartonsville.

Mr. Wilson spoke at the Black Jack, Renston, and Falkland schools, and at the Sladesville, Eureka, and Holly Springs high schools.

Mr. Austin spoke at Winterville, Grimesland, and at Fleming's School near House.

